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ABSTRACT

A research project investigated parent and teacher perceptions of the appeal and utility of two bilingual children's television shows and studied the appeal and comprehensibility of the shows to children. A total of 250 parents, 244 teachers and 800 children in eight cities responded to questionnaires. Returns showed that better than 90% of the parents had positive attitudes toward the programs and felt that they fostered cross-cultural understanding. More than 80% of the teachers sampled considered the shows useful, reinforcing to their curriculum, and appropriate for children through grade two. Almost 99% of the children liked the shows, and test results showed that the content was 75% comprehensible and that it promoted language development. It was recommended that additional research be undertaken to establish the programs' long-term learning effects, their utility in the classroom setting, and the learning differences which occur between groups of children who have been exposed to the programs and those who have not. (Author/PB)

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A SUMMARY
OF THE FORMATIVE RESEARCH
CONDUCTED ON
PILOT SHOWS 02 AND 03
PRODUCED BY
BILINGUAL CHILDREN'S TELEVISION

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December, 1973

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SUMMARY

Two BC/TV pilot programs consisting of Spanish and English segments were shown to children, teachers and parents of English and Spanish speaking backgrounds in eight different cities throughout the U.S.A. Standardized questionnaires were designed by BC/TV staff to ascertain parent and teacher perceptions of the appeal and utility of the shows within the home and school environments. Standardized instruments and procedures were also designed by BC/TV staff and used to collect information as to the appeal and comprehensibility of the show segments at the child level.

Parents in the eight different cities were quizzed as to the extent to which they liked the shows and felt that it would be beneficial for their children to view them. Of the 250 parents interviewed, 98.8% felt that there was a positive value in Show 02, and 97.8% for Show 03. Similarly, the parents felt that the shows would promote cultural understanding among people (93.3% and 100.0% for the two shows respectively). The overall results obtained from parents revealed no systematic statistically significant differences across either site or ethnic-linguistic variables.

Positive attitudes toward the shows were expressed on the part of teachers in the eight different sites. 89.0% of the 244 teachers surveyed indicated that the program would be useful in their classrooms. Moreover, the teachers judged

83.8% of the content of Program Number 02 to be appropriate for the age levels of children in Pre-Kindergarten, Kindergarten, First and Second Grades. Similarly, 80.3% of the content of Show 02 was judged by the teachers to be reinforcing to their own curriculum. In terms of overall effectiveness, on a scale of one to five, teachers rated the average segment at 3.95 . The results for Show 03 indicated only a slight difference in this average rating (3.93). The sample Learner's Guide presented to teachers was well-received with 94.0% indicating that they felt the guide's format was appropriate, with 95.0% indicating that it would be a useful supplement to the program.

Questions were asked of approximately 800 children to determine the extent to which the shows were appealing and educational. 98.6% of the children tested across the different test sites expressed an approval of the shows indicating that they wanted to see the shows again. When averaged across all appeal questions the results further indicate a positive acceptance for Show 02 (85.0%), as well as for Show 03 (86.0%).

The average overall comprehensibility for the two shows was 72.0% and 79.0% respectively. Direct learning effects were demonstrated for both shows, particualrly for the English and Spanish monolingual children on language segments. In those cases where differences were found, they were slight and, tended to favor the Spanish speaking monolingual child. These differences were explained by the Spanish speakers' greater exposure to English in contrast to the lack of exposure to Spanish for the English monolingual child. Although there were slight variations in learning effects as a function of language background and age, the general trend was in the positive direction for all children tested across language development and the seven curriculum strands represented in the two shows.

The fundamental answers provided by the present research will serve to guide further study. As in most research, conclusions reached only serve to point to the need for more research in specific areas of concern. For example, in the present study no attempt was made to establish long term learning effects. The present findings are based on exposure to only one program, therefore, cumulative long term effects were not examined. Similarly, due to considerations of time and available resources, no attempt was made to establish specific base rates which would facilitate statistically controlled comparisons between those exposed to the program and those not exposed. While the results provided in this research have indicated a positive trend, particularly for the monolingual child, the answers to a large number of questions bearing on specific learning effects must necessarily await subsequent research. The same basic conclusion must be reached with respect to the utility of the present program for teachers working in classrooms. Further research will have to be conducted in order to more precisely determine what can and cannot be accomplished in different classroom environments with this type of educational programming. However positive our initial findings have been, the formative reseach presented in this document is intended only as a beginning; as an attempt to identify questions which await further study and program development. Lastly, there can be little doubt that the programs were unanimously well-received by parents. Ultimate answers to questions bearing on utility of the program for adults and parents perhaps learning English or Spanish as a second language in the home environment, also awaits further research. Again, the positive research findings described in the present document are a beginning.

TABLE OF CONTENTS

Page (R-73-2)

Introduction -- 1

Procedures
- Parents -- 2
- Teachers -- 4
- Children -- 6

Results of Parent Questionnaire - Show 02 --------- 12

Results of Parent Questionnaire - Show 03 --------- 17

Results of Teacher Questionnaire - Show 02 -------- 21

Results of Teacher Questionnaire - Show 03 -------- 28

Teacher Questionnaire - LEARNING GUIDE-------------- 34
and General Questions

Results of Child Questionnaire and Tables - Show 02 - 37

Results of Child Questionnaire and Tables - Show 03 - 76

Discussion --107

Appendix A - Parent Questionnaire

Appendix B - Teacher Questionnaire

Appendix C - Child Comprehensibility Measure

Appendix D - Show 02 & 03 Segments by Strand

BC/TV

Research Results

INTRODUCTION

During the first two weeks of November, 1973, Bilingual Children's Television completed its first round of national research. Two pilots were shown to children, parents, and teachers in eight U.S. cities. It was in their hands to judge the appeal and the educational merits of the program. By the end of that period approximately 800 children, 250 parents, and 250 teachers had been interviewed.

The sites involved were chosen for specific demographic reasons. The guiding principle was to obtain a cross section of all the major Spanish-speaking groups in the U.S. as well as a sufficient sampling of non-Spanish speakers, in order to determine the educational viability of the program across linguistically and ethnically diverse groups. The eight cities used were Knoxville, Los Angeles, Miami, Milwaukee, Moraga,CA New York City, San Antonio and San Jose, CA.

This document is composed of (1) a description of the research procedures used (including a description of each site), (2) a summary of the data collected for each show, and (3) a discussion of the findings. Shows will be referred to as Show 02 and Show 03.

PROCEDURES

PARENTS

A. Subjects

Data was collected from 258 subjects. The subjects were predominantly parents of children between the ages of 4 and 8 . A summary of the number of subjects by site and language is shown on Tables 1 and 2 , respectively.

Table 1 Summary of Ss by Site

	Knox.	L.A.	Miami	Milw.	N.Y.	S.A.	S.J.	Miss. Data	Totals
Show 02	13	28		22	37	25	33	--	158
Show 03	12	8	16	17	36		1	10	100

Table 2 Summary of Ss by Language

	Spanish	English	Bilingual	Other	Miss. Data	Totals
Show 02	45	34	71	4	--	154
Show 03	34	33	19	--	18	104

B. Setting

The parents were tested in the same schools as the children. (See Children, paragraph B. Setting).

C. Instruments

The Ss were tested with one instrument for each show viewed. This was the Parent Questionnaire. The Parent Questionnaire consisted of three parts which were identical for each show, and was printed in English and Spanish. (See Appendix A.)

The first part of the Parent Questionnaire consisted of a series of 15 questions which dealt with three basic issues: (1) the parents' opinion regarding the basic appeal of the show; (2) the potential benefits to be derived from viewing the show; (3) the extent of the parents' willingness to use the show.

The second part of the Parent Questionnaire supplied brief demographic data on the Ss.

The third part of the Parent Questionnaire was designed to establish the relative appeal of seven principal characters.

D. Method

The parents viewed each show in groups and were asked to fill out the Parent Questionnaire immediately after viewing the show.

The Parent Questionnaires were administered in groups by a BC/TV Research staff member. Directions for filling out the Parent Questionnaire were given orally in English and Spanish. In those cases where necessary, each question was also read in English and Spanish.

TEACHERS

A. Subjects

One hundred and seventy-three teachers viewed Show 02 and one hundred and three teachers saw Show 03. A summary of Ss by Site and Grade Taught is shown in Tables 3 and 4 respectively.

Table 3 Summary of Ss by Site

	Knox.	L.A.	Miami	Milw.	N.Y.	S.A.	S.J.	Miss. Data	Totals
Show 02	21	31	9	33	32	29	9	9	173
how 03	26	5	10	28	30	--	4	--	103

Table 4 Summary of Ss by Grade Taught

	PreK-K	1-2	Other	Miss. Data	Totals
Show 02	50	53	54	16	173
how 03	44	32	21	6	103

B. Setting

The teachers were surveyed in the same sites as the children (See Children, paragraph B. Setting.)

C. Instruments

The Ss were surveyed with the Teacher Questionnaire (See Appendix B) which consists of three parts. The first part contains questions regarding each segment; the second part is composed of questions based on the Learning Guide, and the third section contains general information questions.

D. Method

The teachers viewed the show in groups and were asked to answer the questionnaire immediately after. Instructions were given in Spanish and English by a BC/TV staff member.

CHILDREN

A. Subjects

733 children between the ages of 4 and 8 were tested on Shows 02 and 03. A summary of Ss by Site, Sex and Language is shown on Tables 5,6 and 7 respectively.

Table 5. Summary of Ss by Site

	Knox.	L.A.	Miami	Milw.	N.Y.	S.A.	S.J.	Moraga*	Miss. Data	Totals
Show 02	51	61	51	42	31	76	59	15	2	388
Show 03	52	63	49	34	43	67	43	--	9	360

Table 6. Summary of Ss by Sex

	Male	Female	Miss. Data	Totals
Show 02	166	205	2	373
Show 03	160	191	9	360

Table 7. Summary of Ss by Language

	Spanish	Spanish & English	English	Other	Miss. Data	Totals
Show 02	81	98	187	5	2	373
Show 03	56	110	180	4	10	360

* Moraga data will be analyzed separately from the other sites since this was a special test site and data collection took place at a later date.

B. Settings

i. Knoxville, Tennessee

School #1
Enrollment: 400
Grades: Pre-K through 6
Ethnic breakdown: 95% black
5% other
Socio-economic level: below poverty level.*

ii. Los Angeles, California

School #1
Enrollment: 300
Grades: Pre-K through 6
Ethnic breakdown: 90% chicano
10% black and other
Socio-economic level: below poverty level.

iii. Miami, Florida

School #1 (private: sectarian)
Enrollment: 90
Grades: Pre-K through 6
Ethnic breakdown: 95% Spanish surname
5% other
Socio-economic level: upper-lower class.

iv. Milwaukee, Wisconsin

School #1 (O.E.O. funded)
Enrollment: 53
Grades: Pre-K
Ethnic breakdown: 93% Spanish surname
7% other
Socio-economic level: below poverty level.

School #2 - public
Enrollment: 648
Grades: K through 6
Ethnic breakdown: 70.0% Spanish surname
.4% blacks
29.5% other
Socio-economic level: lower middle class

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* Criteria as defined by Office of Economic Opportunity.

Milwaukee, Wisconsin (continued)

School #3 - public
Enrollment: 400
Grades: K through 6
Ethnic breakdown: 25% Spanish surname
40% black
35% other
Socio-economic level: lower middle class

v. New York, New York

School #1 (federally funded)
Enrollment: 34
Grades: Pre-K through K
Ethnic breakdown: 80% Spanish surname
10% black
10% other
Socio-economic level: poverty level or lower

School #2 - public (Title I, assistance for low income families)
Enrollment: 1,197
Grades: K through 6
Ethnic breakdown: 63% Spanish surname
10% black
27% other
Socio-economic level: low income

School #3 - (federally funded)
Enrollment: 30
Grades: Pre-K
Ethnic breakdown: 52% black
40% Spanish surname
8% other
Socio-economic level: below poverty level

vi. San Antonio, Texas

School #1 (Title I School)
Enrollment: 750
Grades: K through 6
Ethnic breakdown: 50% Spanish surname
50% black
Socio-economic level: Lower middle class and poverty level.

School #2 O.E.O
Enrollment: 85
Grades: Pre-K
Ethnic breakdown: 50% Spanish surname
50% black
Socio-economic level: below poverty level.

vii. San José, California

School #1
Enrollment: 850
Grades: Pre-K through 6
Ethnic breakdown: 80% Spanish surname
20% other
Socio-economic level: lower middle class.

C. Instruments

The Ss were interviewed with two instruments on each show: 1) Child Comprehensibility Measure and 2) Character Appeal Measure.

The Child Comprehensibility Measure was designed to measure the child's comprehension of the curriculum point of each segment, and, for the film and animation segments, to determine whether or not the child liked the segment.

The Character Appeal Measure was designed to establish the relative appeal of seven principal characters through paired comparisons. The Character Appeal rankings are not discussed in the present document.

Each instrument was individually administered by a bilingual interviewer. The interviewers were local residents at each site who had either prior teaching experience or experience as educational para-professionals. They were supervised by and received intensive training from a BC/TV Research staff member prior to beginning the data collection.

The instruments were administered in either Spanish or English, depending on the language in which the child was most articulate. This language determination was made in two ways: First, the site coordinator consulted with each child's teacher regarding his or her language dominance. Secondly, the interviewer talked with each child before beginning to administer each test instrument. In testing bilingual children the language of the instrument was chosen at random.

D. Method

At each site from 1 to 4 schools were used in order to obtain an adequate demographic sampling of Ss within each school. A determination was made of which students were to be interviewed based on the language-dominance breakdown of each class. Although it was not always possible to adhere to this breakdown, an attempt was made to select the Ss according to the following sex and linguistic criteria:

50% male	1/3 Spanish monolinguals
	1/3 English monolinguals
50% female	1/3 Spanish-English bilinguals

At each school the following viewing/interviewing procedures were followed:

a. Class #1 and teacher viewed the test show in area designed to BC/TV researchers.

b. After viewing show, from 8 to 12 Ss, were selected. (The younger children required more time to interview.)

c. Teacher and remainder of class #1 returned to classroom.

d. Four testers administered the Child Comprehensibility Measure and Character Appeal Measure to each of the Ss individually. These interviews were held in areas separate from viewing area.

e. While Ss were waiting to be tested they were asked to draw pictures and were supervised by a paraprofessional supplied by the school.

f. All Ss from class #1 were tested within 30 minutes after viewing.

g. Class #2 viewed the show with its teacher while Ss from class #1 were being interviewed.

h. The same interviewing procedure was followed for the Ss selected from classes #2, #3, etc. throughout the school day.

RESULTS OF
PARENT QUESTIONNAIRE

Show 02

One hundred and sixty-eight parents saw BC/TV Show 02 and were asked to fill out a questionnaire consisting of fifteen questions.

Tables 8 and 9 will summarize these results. Before discussing the results, it is important to note that (1) 85% of all of the parents answering the questionnaire had children in the target audience of children; (2) parents had no prior information about either BC/TV purpose, or prior BC/TV operations; (3) questionnaires were bilingual and administered in groups immediately after parents had seen the program.

The questionnaire dealt with three basic issues. These issues refer to the parents' perception of the basic appeal of the show, the potential benefits to be derived from viewing the show, and the extent of the parents' willingness to use the show as an educational vehicle in their own home.

An examination of such questions as, "Did you like the show?" (#1); "Do you think your children will like the show?" (#2); "Did you like the music?" (#7); "Do you think your children would like to learn the songs in the show?" (#8); all clearly show that, regardless of site, there was almost unanimous agreement on the positive appeal of the show. When averaged across the six sites, 98.7% of those responding said they liked the show; 100% felt their children would like the show; 98.8% liked the music; and 99.4% felt that their children would like to learn the songs.

INSERT TABLE 8

Turning to the issue of potential benefits to be derived from viewing the show, 93.3% of all parents felt that the show would promote cultural understanding and 97.5% of all parents quizzed felt that their children could learn a second language, either Spanish or English, from exposure to the program; 91.6% said they would watch the show, and 98.2% indicated that they would watch it with their children.

In further support of these positive findings, 98.8% of the parents felt that their children would benefit from viewing the show. Moreover, 94.6% felt that there was a positive value in the show for the adults. On this last point, 96.7% of the parents felt that a written guide would be helpful and expressed that they were positively disposed toward using such a guide.

These basic findings seem to indicate an overall support for the program across the six different regions of the United States where the test shows were shown. It is important to bear in mind that these sites, with the exception of Knoxville, were selected after careful study to identify areas of the country with high Spanish-speaking populations. This being the case, it becomes important to consider the language background of the parent in order to establish the extent to which appeal may be attributed to Spanish-background parents exclusively. Thus, in the following table are provided the

TABLE 8

PARENT QUESTIONNAIRE
SHOW 2
Percentage of "Yes" Responses By Site

Question	Knoxville	Los Angeles	Mil-waukee	New York	San Antonio	San Jose	Total N
1) Did you enjoy watching the show?	84.6 (13)*	100.0 (28)	100.0 (22)	100.0 (37)	100.0 (25)	100.0 (33)	98.7 (158)
2) Do you think your children will enjoy watching the show?	100.0 (13)	100.0 (28)	100.0 (22)	100.0 (38)	100.0 (25)	100.0 (41)	100.0 (167)
3) Do you think your children will benefit from the show?	100.0 (13)	100.0 (28)	100.0 (22)	100.0 (38)	100.0 (25)	94.9 (39)	98.8 (165)
4) Is the action clear enough so that your children will understand the show even if they don't understand all of the vocabulary?	92.3 (13)	85.7 (28)	90.9 (22)	97.4 (38)	100.0 (26)	97.4 (39)	94.6 (166)
5) Does this show promote cultural understanding among people?	100.0 (12)	71.4 (28)	100.0 (22)	97.3 (37)	100.0 (25)	95.0 (40)	93.3 (164)
6) Did you see any example of violence or negative behavior in the show?	0.0 (10)	21.4 (28)	9.1 (22)	2.7 (37)	23.1 (26)	13.2 (38)	12.4 (161)
7) Did you like the music in the program?	100.0 (13)	100.0 (28)	100.0 (22)	97.4 (38)	96.2 (26)	100.0 (41)	98.8 (168)
8) Do you think your children would like to learn these songs?	100.0 (13)	100.0 (28)	100.0 (22)	97.4 (38)	100.0 (25)	100.0 (38)	99.4 (164)
9) Do you think the idea of using two languages in a television program is a good one?	100.0 (13)	100.0 (28)	100.0 (22)	100.0 (38)	100.0 (26)	97.4 (39)	99.4 (166)
10) Would you watch this program?	76.9 (13)	85.7 (28)	90.9 (22)	94.7 (38)	96.2 (26)	95.0 (40)	91.6 (167)
11) Would you watch this program with your child?	100.0 (13)	100.0 (28)	100.0 (22)	100.0 (38)	96.2 (26)	95.1 (41)	98.2 (168)
12) Do you think this program has any value for an adult?	92.3 (13)	85.7 (28)	95.5 (22)	94.7 (38)	100.0 (25)	97.6 (41)	94.6 (167)
13) If so, would a written viewing guide be helpful?	90.0 (10)	100.0 (26)	100.0 (21)	97.3 (37)	87.0 (23)	100.0 (36)	96.7 (153)
14) Do you think your child could learn Spanish (or English) from this program?	90.9 (11)	92.9 (28)	100.0 (22)	100.0 (38)	95.8 (24)	100.0 (39)	97.5 (162)
15) Should the program be shown more than once during the day?	61.5 (13)	63.6 (22)	77.3 (22)	94.4 (36)	81.8 (22)	72.2 (36)	77.5 (151)

*Number in parentheses is number of Ss responding.

results of an examination of parents' responses to the questionnaire on the basis of the language used in the home. As can be seen, these were three language groups; Spanish Dominant, English Dominant, and Bilingual.

With the exception of question #15 ("Do you feel the show should be shown more than once a day?"), it is clear that there is no meaningful difference between the different groups on any of the questions asked. The fact that there was a difference between Spanish versus English-speaking parents in whether they felt the show should be shown more than once a day, may be due to simple sampling variation or, perhaps, speaks to the low status of the Spanish language in the United States[1]

INSERT TABLE 9

Aside from the issue of how often the show should be aired, there seems to be little doubt that Show 02 was positively received throughout six different geographical regions of the United States. The ultimate conclusion to be reached by these findings is that a positive value is seen for the show and that this finding cannot be accounted for on the basis of either regional or ethnic-linguistic variables.

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[1] An important sociological issue to be addressed by BC/TV in the future will be whether a national bilingual television program can have a positive impact on the problem of low status for the Spanish language.

TABLE 9

PARENT QUESTIONNAIRE
SHOW 2

Percentage of "Yes" Responses By Language

Question	Spanish Dominant	Bilingual (Spanish-English)	English Dominant	Other	Total N
1) Did you enjoy watching the show?	100.0 (45)*	100.0 (71)	94.1 (34)	100.0 (4)	98.7 (154)
2) Do you think your children will enjoy watching the show?	100.0 (49)	100.0 (75)	100.0 (3[illegible])	100.0 (4)	100.0 (163)
3) Do you think your children will benefit from the show?	95.9 (49)	100.0 (73)	100.0 (35)	100.0 (4)	98.8 (161)
4) Is the action clear enough so that your children will understand the show even if they don't understand all of the vocabulary?	97.9 (48)	93.3 (75)	91.4 (35)	100.0 (4)	94.4 (162)
5) Does this show promote cultural understanding among people?	95.8 (48)	96.0 (75)	88.2 (34)	33.3 (4)	93.2 (161)
6) Did you see any example of violence or negative behavior in the show?	8.7 (46)	14.5 (76)	12.5 (32)	33.3 (4)	12.7 (158)
7) Did you like the music in the program?	100.0 (49)	98.7 (76)	100.0 (35)	66.7 (4)	98.8 (164)
8) Do you think your children would like to learn these songs?	100.0 (48)	98.6 (74)	100.0 (34)	100.0 (4)	99.4 (160)
9) Do you think the idea of using two languages in a television program is a good one?	100.0 (48)	98.7 (75)	100.0 (35)	100.0 (4)	99.4 (162)
10) Would you watch this program?	91.7 (48)	90.8 (76)	91.4 (35)	100.0 (4)	91.4 (163)
11) Would you watch this program with your child?	98.0 (49)	97.4 (76)	100.0 (35)	100.0 (4)	98.2 (164)
12) Do you think this program has any value for an adult?	91.8 (49)	96.0 (75)	94.3 (35)	100.0 (4)	94.5 (163)
13) If so, would a written viewing guide be helpful?	95.7 (46)	97.1 (69)	96.8 (31)	100.0 (4)	96.7 (150)
14) Do you think your child could learn Spanish (or English) from this program?	100.0 (48)	100.0 (73)	97.1 (34)	0.0 (4)	97.5 (159)
15) Should the program be shown more than once during the day?	91.1 (45)	75.4 (65)	67.6 (34)	33.3 (4)	77.0 (148)

*Number in parentheses is the number of Ss responding.

Show 03

Ninety parents saw BC/TV Show 03 (approximately 15% had previously seen Show 02). Parent questionnaires were administered immediately after Show 03 in exactly the same way as for Show 02. The results of the questionnaire may be found in Tables 10 and 11. In general the show was as positively received as was Show 02.

If one examines the 15 questionnaire items closely, it will be seen that on only 2 items did the two shows differ, questions 6 and 15. The data on question 6, "Did you see any example of violence or negative behavior" reveal that the extent of perceived negative or violent behavior was higher for Show 03 than for Show 02 (29.5% versus 12%). This finding is of importance primarily to the BC/TV production staff, and speaks to a potential danger in translating non-situational curriculum points into specific contexts, which may be negatively perceived by parents. Moreover, data suggest a sensitivity on the part of parents to negative behavior, which requires research in order to more precisely determine the issues of concern.

The data on question 15, "Should the program be shown more than once during the day?" indicate that 67.5% of parents watching Show 03 felt it should be shown more than once. This is in contrast to the 77% who felt that Show 02 should be shown more than once daily.

The differences between Shows 02 and 03 on these two questions are extremely small and may simply reflect sampling differences. In fact, it can be concluded that there is little difference between the two shows with respect to overall appeal and perceived potential benefit to be derived from viewing them. For both shows the results were resoundingly positive across sites and across linguistic/ ethnic variables. There can be little question that the shows will be positively received throughout the country.

TABLE 10

PARENT QUESTIONNAIRE

Show 3

Percentage of "Yes" Responses By Site

Question	Knoxville	Los Angeles	Miami	Mil-waukee	New York	San José	Total N
1)Did you enjoy watching the show?	91.7 (12)*	100.0 (8)	100.0 (16)	100.0 (17)	100.0 (36)	100.0 (1)	98.9 (90)
2)Do you think your children will enjoy watching the show?	91.7 (12)	100.0 (8)	100.0 (16)	88.2 (17)	100.0 (36)	100.0 (1)	96.7 (90)
3)Do you think your children will benefit from the show?	100.0 (12)	100.0 (8)	100.0 (15)	88.2 (17)	100.0 (36)	100.0 (1)	97.8 (89)
4)Is the action clear enough so that your children will understand the show even if they don't understand all of the vocabulary?	100.0 (12)	75.0 (8)	100.0 (16)	82.4 (17)	100.0 (36)	100.0 (1)	94.4 (90)
5)Does this show promote cultural understanding among people?	100.0 (11)	100.0 (8)	100.0 (15)	100.0 (16)	100.0 (36)	100.0 (1)	100.0 (87)
6)Did you see any example of violence or negative behavior in the show?	0.0 (11)	25.0 (8)	6.3 (16)	41.2 (17)	44.4 (36)	0.0 (0)	29.5 (88)
7)Did you like the music in the program?	100.0 (12)	75.0 (8)	100.0 (15)	100.0 (17)	100.0 (36)	100.0 (1)	97.8 (89)
8)Do you think your children would like to learn these songs?	100.0 (11)	100.0 (8)	100.0 (16)	94.1 (17)	100.0 (36)	100.0 (1)	98.9 (89)
9)Do you think the idea of using two languages in a television program is a good one?	100.0 (12)	100.0 (6)	93.8 (16)	100.0 (16)	100.0 (36)	100.0 (1)	98.9 (87)
10)Would you watch this program?	90.9 (11)	100.0 (8)	66.7 (15)	56.3 (16)	100.0 (36)	100.0 (1)	85.1 (87)
11)Would you watch this program with your child?	100.0 (11)	100.0 (8)	100.0 (15)	88.2 (17)	100.0 (36)	100.0 (1)	97.7 (88)
12)Do you think this program has any value for an adult?	90.9 (11)	75.0 (8)	85.7 (14)	75.0 (16)	100.0 (36)	100.0 (1)	89.5 (86)
13)If so, would a written viewing guide be helpful?	90.0 (10)	66.7 (6)	91.7 (12)	94.1 (17)	94.4 (36)	0.0 (0)	91.4 (81)
14)Do you think your child could learn Spanish (or English) from this program?	90.0 (10)	75.0 (8)	100.0 (15)	76.5 (17)	100.0 (36)	100.0 (1)	92.0 (87)
15)Should the program be shown more than once during the day?	70.0 (10)	66.7 (6)	57.1 (14)	58.8 (17)	76.7 (30)		67.5 (77)

*Number in parentheses is the number of Ss responding.

TABLE 11

PARENT QUESTIONNAIRE

SHOW 3

Percentage of "Yes" Responses By Language

Question	Spanish Dominant	Bilingual (Spanish-English)	English Dominant	Other	Total N
1) Did you enjoy watching the show?	100.0 (34)*	100.0 (19)	97.0 (33)	0.0 (0)	98.8 (86)
Do you think your children will enjoy watching the show?	100.0 (34)	100.0 (19)	90.9 (33)	0.0 (0)	96.5 (86)
Do you think your children will benefit from the show?	100.0 (33)	100.0 (19)	93.9 (33)	0.0 (0)	97.6 (85)
Is the action clear enough so that your children wil understand the show even if they don't understand all of the vocabulary?	97.1 (34)	100.0 (19)	87.9 (33)	0.0 (0)	94.2 (86)
Does this show promote cultural understanding among people?	100.0 (33)	100.0 (19)	100.0 (32)	0.0 (0)	100.0 (84)
Did you see any example of violence or negative behavior in the show?	26.5 (34)	27.8 (18)	36.4 (33)	0.0 (0)	30.6 (85)
)Did you like the music in the program?	100.0 (33)	100.0 (19)	93.9 (33)	0.0 (0)	97.6 (85)
8)Do you think your children would like to learn these songs?	100.0 (34)	100.0 (19)	96.9 (32)	0.0 (0)	98.8 (85)
9)Do you think the idea of using two languages in a television program is a good idea?	97.1 (34)	100.0 (19)	100.0 (30)	0.0 (0)	98.8 (83)
10)Would you watch this program?	81.8 (33)	100.0 (19)	77.4 (31)	0.0 (0)	84.3 (83)
)Would you watch this program with your children?	100.0 (34)	100.0 (19)	93.9 (33)	0.0 (0)	97.7 (86)
)Do you think this program has any value for an adult?	87.5 (32)	100.0 (19)	84.4 (32)	0.0 (0)	89.2 (83)
13)If so, would a written viewing guide be helpful?	89.3 (28)	100.0 (18)	87.5 (32)	0.0 (0)	91.0 (78)
)Do you think your child could learn Spanish (or English) from this program?	97.1 (34)	100.0 (18)	81.8 (33)	0.0 (0)	91.8 (85)
)Should the program be shown more than once during the day?	67.7 (31)	78.6 (14)	60.0 (30)	0.0 (0)	66.7 (75)

*Number in parentheses is the number of Ss responding.

RESULTS OF TEACHER QUESTIONNAIRE

Show 02

One hundred and seventy-three teachers viewed Show 02 and were asked to fill out a 3-part questionnaire. (See appendix B). The results are summarized in Tables 12 through 16 below.

The first part of the questionnaire was designed to elicit the teachers' judgment as to :

1) The effectiveness of each segment in teaching a specific curriculum point.

2) The age-appropriateness of each segment, and

3) Whether the segment reinforced any part of the teacher's own curriculum.

The first important finding is that basically the teachers found the show educationally successful.

The results of the approximate ranking of success are summarized in Table 1. The findings indicate that on a scale of 1-5 (Where 1. unsuccessful and 5. successful) the average success ranking across all segments (collapsing site and grade taught) was 3.95. 50.0% of the segments received a ranking of 4.0 or higher, and the remaining 50.0% were ranked between 3.5 and 3.9.

When the results are analyzed by grade taught* and averaged across all segments, 83.8% of Show was judged to be appropriate for the age level of the target audience (See Tables 1 and 5).

While there is a slight variation among the sites (See Tables 2 and 4), it is not significantly large enough to indicate any particular geographical trend.

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*65.69 of all teachers answering the questionnaire were currently teaching children in the target audience.

Table 12

TEACHER QUESTIONNAIRE

Show 02

Summary of Success, Age Appropriateness and Curriculum Reinforcement

Segment	$\overline{X}$ Ranking of Success	Age Approp. %	Curr. Reinforc. %
1. Train (Shapes)	4.5	99.0	98.1
2. Paper Cup	4.4	93.3	90.4
3. Train (Vocabulary)	4.3	95.7	94.9
4. Toy Truck	4.2	92.0	83.8
5. Street Vendor	4.2	92.4	83.8
6. Scooter	4.2	86.6	81.6
7. Apple Tree	4.0	87.9	89.9
8. The Cave	4.0	53.4	46.4
9. Quita y Pon (1-20)	4.0	84.6	86.8
10. Capirotada	4.0	81.1	79.9
11. Bell Ringer	3.9	89.2	84.3
12. Changes	3.9	88.1	86.9
13. Balloon	3.9	91.0	88.9
14. Talking to Mars	3.9	79.9	74.1
15. Sand Castles	3.8	83.8	74.3
16. Circus Strong Man	3.7	85.7	86.6
17. Quita y Pon "1"	3.6	92.8	89.8
18. Weaving	3.6	57.3	51.0
19. The Letter	3.5	75.0	66.0
20. Mimo & Signs	3.5	67.8	64.7
Mean	3.95	83.8	80.3

* 1=Unsuccessful, 5=Successful

Table 13

TEACHER'S QUESTIONNAIRE

Show 02 - by Site

% "Yes" Responses

("Is the curriculum point appropriate for the age level of your class?")

		K.	L.A.	Miami	Milw.	N.Y.	S.A.	S.J.	m.d.	$\bar{X}$
1.	Bell Ringer	86.4 (22)*	96.7 (30)	80.0 (10)	74.2 (31)	90.6 (32)	79.3 (29)	100.0 (9)	10	85.9 (163)
2.	Circus Strong Man	65.0 (20)	80.6 (31)	100.0 (10)	81.3 (32)	86.7 (30)	53.6 (28)	77.8 (9)	13	76.3 (160)
3.	Changes	66.7 (21)	96.7 (30)	80.0 (10)	97.0 (33)	100.0 (32)	71.4 (28)	77.8 (9)	10	87.1 (163)
4.	Sand Castles	55.0 (20)	83.3 (30)	77.8 (9)	82.8 (29)	96.9 (32)	81.5 (27)	66.7 (9)	17	80.8 (156)
5.	Scooter	63.6 (22)	100.0 (31)	80.0 (10)	75.9 (29)	96.9 (32)	75.9 (29)	100.0 (9)	11	84.6 (162)
6.	Apple Tree	90.0 (20)	73.3 (30)	77.8 (9)	90.3 (31)	90.6 (32)	81.5 (27)	87.5 (8)	16	84.7 (157)
7.	Weaving	42.9 (21)	90.0 (30)	44.4 (9)	68.8 (32)	75.0 (32)	65.4 (26)	55.6 (9)	14	67.9 (159)
8.	Toy Truck	90.5 (21)	78.6 (28)	80.0 (10)	86.2 (29)	93.8 (32)	66.7 (27)	77.8 (9)	17	82.7 (156)
9.	Street Vendor	81.8 (22)	100.0 (30)	88.9 (9)	87.9 (33)	93.8 (32)	74.1 (27)	100.0 (9)	11	88.9 (162)
10_1	Train (Shapes)	100.0 (21)	100.0 (31)	100.0 (9)	93.9 (33)	93.8 (32)	72.4 (29)	100.0 (9)	9	92.7 (164)
10_2	Train (Vocabl.)	73.7 (19)	96.7 (30)	100.0 (8)	96.6 (29)	93.8 (32)	80.0 (25)	100.0 (9)	21	90.8 (152)
11.	Balloon	95.5 (22)	86.7 (30)	70.0 (10)	89.7 (29)	87.5 (32)	82.6 (23)	100.0 (8)	19	87.7 (154)
12.	The Cave	33.3 (21)	89.7 (29)	50.0 (8)	68.8 (32)	67.7 (31)	59.3 (27)	42.9 (7)	18	63.9 (155)
13.	Talking to Mars	76.2 (21)	80.0 (30)	55.6 (9)	93.5 (31)	87.5 (32)	85.7 (28)	44.4 (9)	13	81.3 (160)
14.	Paper Cup	100.0 (21)	96.8 (31)	70.0 (10)	100.0 (33)	93.8 (32)	85.7 (28)	100.0 (9)	9	93.9 (164)
15.	The Letter	65.0 (20)	80.6 (31)	50.0 (6)	75.9 (29)	80.6 (31)	70.4 (27)	71.4 (7)	22	74.2 (151)
16.	Quita y Pon (1-20)	80.0 (20)	79.3 (29)	87.5 (8)	76.7 (30)	83.9 (31)	86.2 (29)	85.7 (7)	19	81.8 (154)
17.	Mimo & Signs	52.9 (17)	81.5 (27)	71.4 (7)	78.9 (19)	83.3 (30)	66.7 (21)	85.7 (7)	45	75.0 (128)
18.	Capirotada	72.7 (22)	82.8 (29)	77.8 (9)	85.2 (27)	83.9 (31)	82.1 (27)	77.8 (9)	18	81.3 (155)
19.	Quita y Pon "1"	95.0 (20)	78.6 (28)	100.0 (9)	74.1 (27)	87.1 (31)	81.5 (27)	88.9 (9)	22	84.1 (151)
	Mean	74.3	87.6	77.1	83.9	83.9	75.1	82.0		82.3

* Number of subjects

Table 14

TEACHER QUESTIONNAIRE

Show 02 - by Grade Taught

% "Yes" Responses

("Is the curriculum point appropriate for the age level of your class?")

	PreK-K	1-2	Miss. Data	$\overline{X}$
1. Train (Shapes)	100.0 (50)*	98.1 (53)	17	99.0 (103)
2. Train (Vocabulary)	93.9 (49)	97.9 (48)	28	95.7 (97)
3. Paper Cup	94.0 (50)	92.6 (54)	17	93.3 (104)
4. Quita y Pon "1"	93.8 (48)	91.8 (49)	19	92.8 (97)
5. Street Vendor	94.0 (50)	90.7 (54)	19	92.4 (104)
6. Toy Truck	91.5 (47)	92.5 (53)	24	92.0 (100)
7. Balloon	95.9 (49)	86.0 (50)	27	91.0 (99)
8. Bell Ringer	89.8 (49)	88.7 (53)	18	89.2 (102)
9. Changes	83.7 (49)	92.5 (53)	17	88.1 (102)
10. Apple Tree	83.3 (48)	92.5 (53)	23	87.9 (101)
11. Scooter	91.7 (48)	81.5 (54)	19	86.6 (102)
12. Circus Strong Man	85.1 (47)	86.3 (51)	21	85.7 (98)
13. Quita y Pon (1-20)	80.9 (47)	88.2 (51)	26	84.6 (98)
14. Sand Castles	79.2 (48)	88.5 (52)	24	83.8 (100)
15. Capirotada	81.3 (48)	80.8 (52)	26	81.1 (100)
16. Talking to Mars	75.0 (48)	84.9 (53)	21	79.9 (101)
17. The Letter	66.7 (48)	83.3 (48)	29	75.0 (96)
18. Mimo & Signs	65.0 (40)	70.7 (41)	50	67.8 (81)
19. Weaving	46.8 (47)	67.9 (53)	21	57.3 (100)
20. The Cave	46.8 (47)	60.0 (50)	25	53.4 (97)
Mean	81.4	85.8		83.8

* Number of Subjects

Table 15

TEACHER'S QUESTIONNAIRE

Show 02 - by Site

% "Yes" Responses

("Does this segment teach or reinforce any part of your curriculum?")

	Knox.	L.A.	Miami	Milw.	N.Y.	S.A.	S.J.	m.d.	$\bar{X}$
1. Bell Ringer	77.3 (22)*	88.3 (30)	90.0 (10)	76.7 (30)	90.3 (31)	71.4 (28)	87.5 (8)	14	81.1 (159)
2. Circus Strong Man	70.0 (20)	82.8 (29)	100.0 (9)	90.6 (32)	83.9 (31)	68.0 (25)	77.8 (9)	18	81.3 (155)
3. Changes	80.0 (20)	96.6 (29)	80.0 (10)	93.9 (33)	93.8 (32)	81.5 (27)	77.8 (9)	13	88.8 (160)
4. Sand Castles	60.0 (20)	80.0 (30)	77.8 (9)	75.9 (29)	87.1 (31)	75.0 (24)	66.7 (9)	21	76.3 (152)
5. Scooter	71.4 (21)	96.8 (31)	90.0 (10)	72.4 (29)	87.1 (31)	64.3 (28)	88.9 (9)	14	80.5 (159)
6. Apple Tree	93.3 (15)	80.8 (26)	87.5 (8)	89.5 (19)	81.0 (21)	82.6 (23)	85.7 (7)	54	84.9 (119)
7. Weaving	42.9 (21)	83.3 (30)	55.6 (9)	61.3 (31)	59.4 (32)	65.4 (26)	44.4 (9)	15	62.0 (158)
8. Toy Truck	81.0 (21)	71.4 (28)	80.0 (10)	82.1 (28)	86.7 (30)	61.5 (26)	77.8 (9)	21	77.0 (152)
9. Street Vendor	77.3 (22)	100.0 (30)	88.9 (9)	84.4 (32)	93.8 (32)	64.0 (25)	100.0 (9)	14	86.2 (159)
10$_1$ Train (Shapes)	95.2 (21)	100.0 (31)	100.0 (9)	93.8 (32)	93.8 (32)	72.4 (29)	100.0 (9)	10	92.0 (163)
10$_2$ Train (Vocabl.)	63.2 (19)	96.6 (29)	100.0 (8)	93.1 (29)	93.8 (32)	79.2 (24)	100.0 (9)	23	88.7 (150)
11. Balloon	90.9 (22)	86.2 (29)	70.0 (10)	85.7 (28)	84.4 (32)	82.6 (23)	100.0 (8)	21	85.5 (152)
12. The Cave	28.6 (21)	86.7 (30)	50.0 (8)	59.4 (32)	53.1 (32)	51.9 (27)	42.9 (7)	16	56.7 (157)
13. Talking to Mars	75.0 (20)	80.0 (30)	55.6 (9)	87.1 (31)	81.3 (32)	71.4 (28)	44.4 (9)	14	76.1 (159)
14. Paper Cup	100.0 (21)	93.5 (31)	70.0 (10)	97.0 (33)	87.5 (32)	92.9 (28)	100.0 (9)	9	92.7 (164)
15. The Letter	65.0 (20)	77.4 (31)	57.1 (7)	72.4 (29)	64.5 (31)	55.6 (27)	57.1 (7)	21	66.4 (152)
16. Quita y Pon (1-20)	90.0 (20)	79.3 (29)	87.5 (8)	76.7 (30)	87.1 (31)	82.1 (28)	85.7 (7)	20	83.0 (153)
17. Mimo & Signs	52.9 (17)	74.1 (27)	71.4 (7)	68.4 (19)	83.3 (30)	68.2 (22)	85.7 (7)	44	72.1 (129)
18. Capirotada	72.7 (22)	82.8 (29)	77.8 (9)	85.2 (27)	83.9 (31)	77.8 (27)	77.8 (9)	19	80.5 (154)
19. Quita y Pon "1"	95.0 (20)	85.7 (28)	100.0 (9)	67.9 (28)	77.4 (31)	81.5 (27)	100.0 (9)	21	82.9 (152)
Mean	74.1	86.1	79.5	80.7	82.7	72.5	80.0		79.7

* Number of subjects

Table 16

TEACHER QUESTIONNAIRE

Show 02 - by Grade Taught

% "Yes" Responses

("Does this segment teach or reinforce any part of your curriculum?")

	Pre-K	1-2	Miss. Data	X̄
1. Train (Shapes)	100.0 (50)	96.2 (52)	18	98.1 (102)
2. Train (Vocabulary)	91.8 (49)	97.9 (47)	30	94.9 (96)
3. Paper Cup	90.0 (50)	90.7 (54)	17	90.4 (104)
4. Apple Tree	87.8 (41)	91.9 (37)	60	89.9 (78)
5. Quita y Pon "1"	93.8 (48)	85.7 (49)	29	89.8 (97)
6. Balloon	91.7 (48)	86.0 (50)	29	88.9 (98)
7. Street Vendor	94.0 (50)	82.7 (52)	22	88.4 (102)
8. Changes	83.3 (48)	90.4 (52)	20	86.9 (100)
9. Quita y Pon (1-20)	87.2 (47)	86.3 (51)	27	86.8 (98)
10. Circus Strong Man	88.6 (44)	84.6 (52)	26	86.6 (96)
11. Bell Ringer	87.8 (49)	80.8 (52)	22	84.3 (101)
12. Toy Truck	87.2 (47)	80.4 (51)	28	83.8 (98)
13. Scooter	87.2 (47)	75.9 (54)	21	81.6 (101)
14. Capirotada	81.3 (48)	78.4 (49)	27	79.9 (97)
15. Sand Castles	68.1 (47)	80.4 (51)	28	74.3 (98)
16. Talking to Mars	70.8 (48)	77.4 (53)	22	74.1 (101)
17. Mimo & Signs	61.9 (42)	67.5 (40)	49	64.7 (82)
18. The Letter	58.3 (48)	73.5 (49)	28	66.0 (97)
19. Weaving	40.4 (47)	61.5 (52)	22	51.0 (99)
20. The Cave	41.7 (48)	51.0 (51)	23	46.4 (99)
Mean	79.6	80.9		80.3

* Number of Subjects

Show 03

Immediately after viewing Show 03, approximately 100 teachers filled out questionnaires. These results are summarized in Tables 17 through 21. Consistent with Show 02, the same basic questions as to the effectiveness, age appropriateness, and extent of curriculum reinforcement were asked on each segment.

In general, the overall results for Show 03 were consistent with those of Show 02. Collapsing site and grade, the average segment was ranked at 3.93 in contrast to 3.95 for Show 02. Thus, there was virtually no difference in success ranking between the two shows.

In contrast, however, Show 03 was perceived by the teachers to be less age appropriate* (74.0% versus 83.8%), and less curriculum reinforcing (70.0% versus 80.3%) than was Show 02.

The basic conclusion indicated by this finding is that while teachers saw no real difference between Show 02 and Show 03 in the average success of the segments, they felt Show 03 to be slightly less appropriate for the age group and also less reinforcing of the curriculum currently being employed in the schools.

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*78.3% of teachers answering the questionnaire were currently teaching children in the target audience.

Table 17

TEACHER QUESTIONNAIRE

Show 03
Summary of Success, Age Appropriateness and Curriculum Reinforcement

	Segment	$\overline{X}$ Rank of Success*	Age Approp. %	Curriculum Reinforcement %
1.	Nesting Pottery (V)	4.4	76.6	53.2
2.	Animation-Train (A)	4.3	83.5	83.1
3.	Hayride (V)	4.3	88.5	82.0
4.	Baja 500 (F)	4.2	66.2	55.9
5.	Counting 1-20 (A)	4.2	84.1	85.4
6.	Haircut (V)	4.2	80.1	71.2
7.	See-saw (V-F)	4.2	78.2	80.0
8.	Walking Dog (vocab 2) (A)	4.1	83.4	79.6
9.	Los Redondos (A)	4.0	82.7	82.7
10.	Morse Code (V-F)	4.0	62.8	57.4
11.	Raf.-Ed. See-saw (V)	4.0	76.6	73.1
12.	Clouds (A)	3.9	65.2	68.6
13.	Noise Pollution (V)	3.9	75.6	74.0
14.	Trap Door (V)	3.9	70.9	67.1
15.	Skating (V)	3.8	74.0	72.5
16.	Viejo San Juan (V-F)	3.8	54.9	49.9
17.	Sounds of a City (F)	3.7	77.0	74.3
18.	Uno (A)	3.7	80.4	73.9
19.	Walking a Dog (A)1 (Phrase Structure)	3.7	77.7	75.4
20.	Don Quijote (A)	3.3	59.0	52.3
21.	Space Apple (A)	3.0	58.4	51.5
	Mean	3.93	74.0	70.0

* 1= Unsuccessful, 5= Successful

Legend:
A: animation
F: film
V: videotape

Table 18

TEACHER QUESTIONNAIRE

Show 03 - by Site

% "Yes" Responses

("Is the curriculum point appropriate for the age level of your class?")

		K.	L.A.	Miami	Milw.	N.Y.	S.J.	$\bar{X}$
1.	Hayride	76.9 (26)*	100.0 (5)	80.0 (10)	75.0 (28)	86.7 (30)	75.0 (4)	80.6 (103)
2.	Animation-Train	73.1 (26)	40.0 (5)	80.0 (10)	78.6 (28)	86.7 (30)	75.0 (4)	77.7 (103)
3.	Haircut	69.2 (26)	80.0 (5)	50.0 (10)	89.3 (28)	80.0 (30)	75.0 (4)	76.7 (103)
4.	Los Redondos	53.8 (26)	100.0 (5)	80.0 (10)	82.1 (28)	83.3 (30)	100.0 (4)	76.7 (103)
5.	Counting 1-20	61.5 (26)	80.0 (5)	90.0 (10)	82.1 (28)	80.0 (30)	75.0 (4)	76.7 (103)
6.	Walking a Dog (Vocabulary)	57.7 (26)	100.0 (5)	90.0 (10)	82.1 (28)	76.7 (30)	75.0 (4)	75.7 (103)
7.	Noise Pollution	76.9 (26)	20.0 (5)	70.0 (10)	85.7 (28)	76.7 (30)	50.0 (4)	74.8 (103)
8.	Uno	61.5 (26)	80.0 (5)	80.0 (10)	75.0 (28)	80.0 (30)	75.0 (4)	73.8 (103)
9.	See-saw	69.2 (26)	80.0 (5)	80.0 (10)	71.4 (28)	76.7 (30)	75.0 (4)	73.8 (103)
10.	City Sounds	65.4 (26)	60.0 (5)	70.0 (10)	60.7 (28)	86.7 (30)	100.0 (4)	71.8 (103)
11.	Skating	73.1 (26)	40.0 (5)	90.0 (10)	57.1 (28)	76.7 (30)	100.0 (4)	70.9 (103)
12.	Nesting Pottery	61.5 (26)	60.0 (5)	80.0 (10)	67.9 (28)	80.0 (30)	50.0 (4)	69.9 (103)
13.	Walking a Dog (Phrase Structure)	46.2 (26)	100.0 (5)	80.0 (10)	78.6 (28)	73.3 (30)	75.0 (4)	69.9 (103)
14.	See-saw (Raf. & Ed.)	53.8 (26)	100.0 (5)	50.0 (10)	71.4 (28)	80.0 (30)	75.0 (4)	68.9 (103)
15.	Trap Door	69.2 (26)	60.0 (5)	50.0 (10)	60.7 (28)	80.0 (30)	75.0 (4)	68.0 (103)
16.	Clouds	50.0 (26)	40.0 (5)	90.0 (10)	60.7 (28)	76.7 (30)	50.0 (4)	64.1 (103)
17.	Baja 500	42.3 (26)	100.0 (5)	60.0 (10)	67.9 (28)	76.7 (30)	50.0 (4)	64.1 (103)
18.	Morse Code	46.2 (26)	60.0 (5)	60.0 (10)	60.7 (28)	80.0 (30)	50.0 (4)	62.1 (103)
19.	Don Quijote Story	30.8 (26)	40.0 (5)	50.0 (10)	82.1 (28)	63.3 (30)	50.0 (4)	57.3 (103)
20.	Space Apple	53.8 (26)	40.0 (5)	40.0 (10)	57.1 (28)	60.0 (30)	100.0 (4)	56.3 (103)
21.	Viejo San Juan	34.6 (26)	40.0 (5)	60.0 (10)	53.6 (28)	76.7 (30)	0.0 (4)	53.4 (103)
	Mean	58.4	67.6	70.5	71.4	77.9	69.0	69.7

* Number of Subjects

Table 19

TEACHER QUESTIONNAIRE

Show 03 - by Grade Taught

% "Yes" Responses

("Is the curriculum point appropriate for the age level of your class?")

	PreK-K	1-2	Miss. Data	$\bar{X}$
1. Hayride	86.4 (44)*	90.6 (32)	6	88.5 (82)
2. Counting 1-20	93.2 (44)	75.0 (32)	6	84.1 (82)
3. Animation-Train	79.5 (44)	87.5 (32)	6	83.5 (82)
4. Walking a Dog (Vocabulary)	88.6 (44)	78.1 (32)	6	83.4 (82)
5. Los Redondos	84.1 (44)	81.3 (32)	6	82.7 (82)
6. Uno	79.5 (44)	81.3 (32)	6	80.4 (82)
7. Haircut	72.7 (44)	87.5 (32)	6	80.1 (82)
8. See-saw	75.0 (44)	81.3 (32)	6	78.2 (82)
9. Walking a Dog (Phrase Structure)	77.3 (44)	78.1 (32)	6	77.7 (82)
10. City Sounds	72.7 (44)	81.3 (32)	6	77.0 (82)
11. Nesting Pottery	75.0 (44)	78.1 (32)	6	76.6 (82)
12. Raf. & Ed. See-saw	75.0 (44)	78.1 (32)	6	76.6 (82)
13. Noise Pollution	63.6 (44)	87.5 (32)	6	75.6 (82)
14. Skating	63.6 (44)	84.4 (32)	6	74.0 (82)
15. Trap Door	63.6 (44)	78.1 (32)	6	70.9 (82)
16. Baja 500	63.6 (44)	68.8 (32)	6	66.2 (82)
17. Clouds	52.3 (44)	78.1 (32)	6	65.2 (82)
18. Morse Code	56.8 (44)	68.8 (32)	6	62.8 (82)
19. Don Quijote Story	52.3 (44)	65.6 (32)	6	59.0 (82)
20. Space Apple	63.6 (44)	53.1 (32)	6	58.4 (82)
21. Viejo San Juan	40.9 (44)	68.8 (32)	6	54.9 (82)
Mean	70.4	77.7		74.1

* Number of Subjects

Table 20

TEACHER QUESTIONNAIRE

Show 03 - by Site

% "Yes" Responses

("Does this segment teach or reinforce any part of your curriculum?")

		Knox.	L.A.	Miami	Milw.	N.Y.	S.J.	X̄
1.	Counting 1-20	65.4 (26)*	100.0 (5)	90.0 (10)	78.6 (28)	80.0 (30)	75.0 (4)	77.7 (103)
2.	Los Redondos	57.7 (26)	100.0 (5)	80.0 (10)	78.6 (28)	83.3 (30)	100.0 (4)	76.7 (103)
3.	Animation-Train	69.2 (26)	40.0 (5)	80.0 (10)	78.6 (28)	83.3 (30)	75.0 (4)	75.7 (103)
4.	Hayride	73.1 (26)	60.0 (5)	90.0 (10)	67.9 (28)	83.3 (30)	75.0 (4)	75.7 (103)
5.	See-saw	61.5 (26)	100.0 (5)	80.0 (10)	78.6 (28)	76.7 (30)	75.0 (4)	74.8 (103)
6.	Noise Pollution	73.1 (26)	20.0 (5)	80.0 (10)	85.7 (28)	76.7 (30)	25.0 (4)	73.8 (103)
7.	Walking a Dog (Vocabulary)	50.0 (26)	100.0 (5)	90.0 (10)	75.0 (28)	73.3 (30)	75.0 (4)	70.9 (103)
8.	Skating	76.9 (26)	20.0 (5)	90.0 (10)	60.7 (28)	73.3 (30)	100.0 (4)	70.9 (103)
9.	Haircut	65.4 (26)	60.0 (5)	60.0 (10)	85.7 (28)	63.3 (30)	75.0 (4)	69.9 (103)
10.	City Sounds	61.5 (26)	60.0 (5)	70.0 (10)	64.3 (28)	83.3 (30)	75.0 (4)	69.9 (103)
11.	Raf. & Ed. See-saw	57.7 (26)	80.0 (5)	50.0 (10)	78.6 (28)	73.3 (30)	75.0 (4)	68.9 (103)
12.	Walking a Dog (Phrase Structure)	46.2 (26)	100.0 (5)	80.0 (10)	71.4 (28)	73.3 (30)	75.0 (4)	68.0 (103)
13.	Uno	46.2 (26)	80.0 (5)	80.0 (10)	71.4 (28)	73.3 (30)	75.0 (4)	67.0 (103)
14.	Clouds	53.8 (26)	40.0 (5)	90.0 (10)	57.1 (28)	80.0 (30)	25.0 (4)	64.1 (103)
15.	Trap Door	57.7 (26)	60.0 (5)	60.0 (10)	60.7 (28)	76.7 (30)	50.0 (4)	64.1 (103)
16.	Morse Code	42.3 (26)	60.0 (5)	70.0 (10)	53.6 (28)	70.0 (30)	50.0 (4)	57.3 (103)
17.	Don Quijote Story-telling	30.8 (26)	40.0 (5)	50.0 (10)	78.6 (28)	56.7 (30)	25.0 (4)	53.4 (103)
18.	Baja 500	38.5 (26)	100.0 (5)	60.0 (10)	50.0 (28)	60.0 (30)	50.0 (4)	53.4 (103)
19.	Space Apple	53.8 (26)	40.0 (5)	40.0 (10)	53.6 (28)	50.0 (30)	75.0 (4)	51.5 (103)
20.	Nesting Pottery	34.6 (26)	20.0 (5)	70.0 (10)	53.6 (28)	60.0 (30)	50.0 (4)	50.5 (103)
21.	Viejo San Juan	34.6 (26)	20.0 (5)	60.0 (10)	42.9 (28)	73.3 (30)	0.0 (4)	48.5 (103)
	Mean	54.8	61.9	72.4	67.9	72.5	61.9	65.8

* Number of Subjects

Table 21

TEACHER QUESTIONNAIRE

Show 03 - by Grade Taught

% "Yes. Responses

("Does this segment teach or reinforce any part of your curriculum?")

	PreK-K	1-2	Missing Data	$\overline{X}$
1. Counting 1-20	86.4 (44)*	84.4 (32)	6	85.4 (82)
2. Animation-Train	81.8 (44)	84.4 (32)	6	83.1 (82)
3. Los Redondos	84.1 (44)	81.3 (32)	6	82.7 (82)
4. Hayride	79.5 (44)	84.4 (32)	6	82.0 (82)
5. See-saw	81.8 (44)	78.1 (32)	6	80.0 (82)
6. Walking a Dog (Vocabulary)	84.1 (44)	75.0 (32)	6	79.6 (82)
7. Walking a Dog (Phrase Structure)	72.7 (44)	78.1 (32)	6	75.4 (82)
8. City Sounds	70.5 (44)	78.1 (32)	6	74.3 (82)
9. Noise Pollution	63.6 (44)	84.4 (32)	6	74.0 (82)
10. Uno	72.7 (44)	75.0 (32)	6	73.9 (82)
11. Raf. & Ed. See-saw	77.3 (44)	68.8 (32)	6	73.1 (82)
12. Skating	63.6 (44)	81.3 (32)	6	72.5 (82)
13. Haircut	70.5 (44)	71.9 (32)	6	71.2 (82)
14. Clouds	59.1 (44)	78.1 (32)	6	68.6 (82)
15. Trap Door	59.1 (44)	75.0 (32)	6	67.1 (82)
16. Morse Code	52.3 (44)	62.5 (32)	6	57.4 (82)
17. Baja 500	52.3 (44)	59.4 (32)	6	55.9 (82)
18. Nesting Pottery	50.0 (44)	56.3 (32)	6	53.2 (82)
19. Don Quijote Storytelling	54.5 (44)	50.0 (32)	6	52.3 (82)
20. Space Apple	59.1 (44)	43.8 (32)	6	51.5 (82)
21. Viejo San Juan	34.1 (44)	65.6 (32)	6	49.9 (82)
Mean	67.1	72.1		69.6

* Number of Subjects

Teacher Questionnaire - Learning Guide

In the third section of the teacher questionnaire, teachers were asked specific questions as to the utility of the supplementary Learning Guide. Sample Guides were distributed and the teachers were asked their opinions on the utility and format of the various sections. These results are summarized on Table 22.

Table 22

Learning Guide

	Question	Yes	No
1.	Do you think a Learning Guide like this one would be useful?	94.6 (140)	5.4 (8)
2.	Do you like the format of the "Theme" section of the Learning Guide?	93.6 (132)	6.4 (9)
3.	Do you like the format of the "Preview" section of the Learning Guide?	96.3 (131)	3.7 (5)
4.	Do you like the format of the "Language" section of the Learning Guide?	92.3 (120)	7.7 (10)
5.	Do you like the format of the "Games and Activities" section of the Learning Guide?	96.1 (124)	3.9 (5)
6.	Do you like the format of the "Cultural Notes" section of the Learning Guide?	94.0 (126)	6.0 (8)
7.	Do you like the format of the "Songs" section of the Learning Guide?	95.5 (128)	4.5 (6)
8.	Would you like to have the music for the songs included in the "Songs" section?	94.2 (113)	5.8 (7)
		94.6	

Teacher Questionnaire: General Questions

The final section of the Teacher Questionnaire consisted of a series of three general questions which are presented in the following table.

Table 23

Teacher Questionnaire - General Questions

Question	Yes	No
Would you use the program in your classroom if it were available?	89.0% (235)	11% (29)
How does our show compare with other children's educational shows of this type? (Scale of one to five (1 = much worse; 3 about the same; 5 = much better)	3.8 (74)	
One of the criticisms of shows of this type is that they are disconnected or lack continuity and a centralized focus. To what extent is this a valid criticism for our show? (Scale of one (no validity) to five (totally valid).	2.8 (83)	

The first question shown on Table 23 is perhaps the most important. The answer was a resounding yes. Similarly, the programs compared favorably with other programs of this type. Finally, since the score on "lack of continuity" was slightly less than a midpoint (i.e., 3) it can be assumed that the teachers were not particularly bothered by the magazine format of the shows. This result is more than likely due to the pioneering work of Sesame Street.

As is apparent on Table 22, the Learning Guide was positively received by a majority of the teachers and a number of suggestions were made to improve it. These results support the hypothesized need for such a guide and indicate an overall approval for its current format.

Results of Child Questionnaire

BC/TV Curriculum is basically developed around eight areas (strands): Communication, Information Processing, Nutrition, Energy, Self and Others, Assembly and Disassembly, Natural Environment, and Language. Inevitably most segments are designed to cover more than one strand directly or indirectly.

The data for Shows 02 and 03 are presented in tabular form where data on the following five variables are provided: site, language dominance, sex, grade, and academic rating. The data on Show 02 for Moraga are shown on three tables covering the following variables: sex, grade, and academic achievement. No separate table is needed for language dominance, for all the children tested in this site were English monolingual.

On the lower portion of the first page of tables per segment, a table is given which shows the strands covered in the given segment (see Appendix D for strand classification of all segments in Shows 02 and 03). However, in the case of most segments, only the overall success achieved in the main strand* will be discussed.

In the final section the overall comprehensibility and appeal scores for each show are presented. The comprehensibility mean score was obtained by averaging across all of the comprehensibility questions within a given show. It should be kept in mind that these questions fell into several categories such as cause and effect questions, language, recall, etc., and as such they measure a variety of skills.

*Main strand will be defined as that strand for which the segment was principally designed.

The appeal score was obtained by a similar procedure, only this time using scores of appeal questions.

Show 02

Communication

In Show 02 four segments touched on communication: Bell-Ringer, Sand Castles, Talking to Mars, and The Letter. Only Sand Castles will be discussed here. The basic purpose of the strand is to illustrate the basic processes in communication.

The question, "Why didn't the boy go to play with the others?" (see Tables 24-28 and Tables 29-31 for Moraga) was designed to determine whether or not the children understood that the problem was one of communication. Overall, the comprehension was not very high. Moraga obtained an overall comprehensibility score of 20.0% while the rest of the sites obtained an overall score of 23.3%. Linguistically, the highest comprehension was obtained by the Spanish speakers (27.1%) and the lowest by the English speakers (20% for Moraga; 18.7% for the rest). By sex the difference in comprehension was not great across the first seven sites ($\overline{X}$ females = 22.0%; $\overline{X}$ male = 25.5%), but it was in Moraga ($\overline{X}$ females = 28.6%; $\overline{X}$ male = 12.5%). Overall, then, a considerable portion of the children missed the point.

Information Processing

There are several goals to be achieved under this strand which can basically be summarized under one basic goal which is helping the child develop methods for solving problems and processing of

Why Didn't the Boy Go To Play with the Others? (Sand Castles)

Table 24 % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	$\bar{X}$
18.0 (50)	45.9 (61)	20.9 (43)	11.1 (36)	58.3 (24)	12.1 (58)	10.3 (58)	23.3 (330)

Table 25 % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\bar{X}$
27.1 (70)	29.1 (86)	18.7 (171)	33.3 (3)	23.3 (330)

Table 26 Right by Sex

Female	Male	$\bar{X}$
22.0 (182)	25.0 (148)	23.3 (330)

Table 27 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\bar{X}$
20.2 (89)	26.8 (123)	19.1 (94)	23.5 (306)

Table 28 % Right by Academic Rating

1	2	3	4	5	$\bar{X}$
35.7 (14)	26.9 (52)	19.6 (143)	27.1 (59)	22.0 (50)	23.3 (318)

Segment Strands

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
✓				✓		✓	

Sand Castles
"Why didn't the boy go to play with them?"

Table 29 % Right by Sex

Female	Male	$\bar{X}$
28.6 (7)	12.5 (8)	20.0 (15)

Table 30 % Right by Grade

Kinder	First	$\bar{X}$
12.5 (8)	28.6 (7)	20.0 (15)

Table 31 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
33.3 (3)	0.0 (2)	25.0 (4)	20.0 (5)	0.0 (1)	20.0 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
✓	✓					✓	

information such as numbers, letters and so on. Several segments in Show 02 were of this nature: Circus Strongman, Toy Truck, Train, Paper Cup, the Quita y Pon segments, and Mimo & Signs. Information will be presented on all, except Paper Cup.

The Circus Strongman is an extremely successful piece across all categories. Moraga had an overall comprehension rate of 93.3% while the rest of the sites had a rate of 94.6%. There were no great differences by sex, grade, or academic rating (see Tables 34-39).

The Toy Truck piece was also quite successful. The children were able to identify the problem (Tables 40-47) and the solution (Tables 48-55) correctly in over 90% of the cases. For Moraga both scores were 100%. This piece may also be considered an Assembling and Disassembling piece, where the major purpose is to illustrate how things are put together and taken apart.

In the Train segment the children were introduced to three geometric figures, and some of their properties. The piece was also a language piece and was done in Spanish. In Moraga 100% of the children were able to identify all of the figures correctly, and in the other site the overall response was 86.8%. The differences in comprehension by sex or Language were not great (see Tables 57, 58, and 61). When asked to identify the wheels that finally got the train moving 91.0% of the children across the first seven sites identified them correctly (see Tables 64-68) and in Moraga, the percentage was 86.7% (see Tables 69-71).

Strong Man - Show me a circle

Table 32 % Right by sites

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\bar{x}$
100.0 (51*)	96.7 (61)	98.0 (51)	95.2 (42)	97.0 (33)	89.5 (76)	89.7 (58)	94.6 (372)

Table 33 % Right by language

Spanish	Spanish-English	English	Other	$\bar{x}$
90.4 (83)	94.8 (97)	96.3 (187)	100.0 (5)	94.6 (372)

Table 34 % Right by sex

Female	Male	$\bar{x}$
93.7 (205)	95.8 (167)	94.6 (372)

Table 35 % Right by grade

Pre-Kinder	Kinder	First	$\bar{x}$
94.2 (103)	93.7 (142)	96.1 (103)	94.6 (358)

Table 36 % Right by academic rating

1.00	2.00	3.00	4.00	5.00	$\bar{x}$
100.0 (17)	93.3 (60)	93.8 (162)	93.9 (66)	96.3 (54)	94.4 (359)

(* Total number of Ss in each category--site, language, sex, grade, and academic rating-- are written in parentheses.)

Segment Strands

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓						✓

Circus Strong Man
"Show me a circle."

Table 37 % Right by Sex

Female	Male	X̄
85.7 (7)	100.0 (8)	93.3 (15)

Table 38 % Right by Grade

Kinder	First	X̄
87.5 (8)	100.0 (7)	93.3 (15)

Table 39 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	X̄
100.0 (3)	100.0 (2)	100.0 (4)	80.0 (5)	100.0 (1)	93.3 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓						✓

What's the Problem Here? (Toy Truck)

Table 40 % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	X̄
88.0 (50)	95.1 (61)	93.5 (46)	94.9 (39)	95.7 (23)	93.2 (73)	86.4 (59)	92.0 (351)

Table 41 % Right by Language

Spanish	Spanish & English	English	Other	X̄
91.3 (69)	92.7 (96)	92.3 (183)	66.7 (3)	92.0 (351)

Table 42 % Right by Sex

Female	Male	X̄
91.2 (193)	93.0 (158)	92.0 (351)

Table 43 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	X̄
84.4 (96)	92.2 (128)	97.1 (103)	92.0 (327)

Table 44 % Right by Academic Rating

1	2	3	4	5	X̄
93.8 (16)	90.4 (52)	94.2 (154)	90.6 (64)	90.6 (53)	92.3 (339)

Toy Truck
"What's the problem here?"

Table 45 % Right by Sex

Female	Male	$\overline{X}$
100.0 (7)	100.0 (8)	100.0 (15)

Table 46 % Right by Grade

Kinder	First	$\overline{X}$
100.0 (8)	100.0 (7)	100.0 (15)

Table 47 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\overline{X}$
100.0 (3)	100.0 (2)	100.0 (4)	100.0 (5)	100.0 (1)	100.0 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓				✓		

(Moraga)

What Did He Build? (Toy Truck)

Table 48 116.% Right by Site

Knoxville	Los Angeles	Miami	Milwaukee	New York	San Antonio	San José	$\overline{X}$
90.0 (50)	98.4 (61)	77.3 (44)	92.3 (39)	92.6 (27)	90.7 (75)	91.4 (58)	90.7 (354)

Table 49 % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\overline{X}$
88.0 (75)	95.7 (93)	90.2 (184)	0.0 (2)	90.7 (354)

Table 50 % Right by Sex

Female	Male	$\overline{X}$
88.8 (196)	93.0 (158)	90.7 (354)

Table 51 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\overline{X}$
83.5 (97)	91.6 (131)	94.1 (102)	90.6 (330)

Table 52 % Right by Academic Rating

1	2	3	4	5	$\overline{X}$
93.3 (15)	92.6 (54)	91.0 (156)	92.3 (65)	86.5 (52)	90.9 (342)

Toy Truck
"What did he build?"

Table 53 % Right by Sex

Female	Male	$\bar{X}$
100.0 (7)	100.0 (8)	100.0 (15)

Table 54 % Right by Grade

Kinder	First	$\bar{X}$
100.0 (8)	100.0 (7)	100.0 (15)

Table 55 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
100.0 (3)	100.0 (2)	100.0 (4)	100.0 (5)	100.0 (1)	100.0 (15)

Train - Summary: Identify Triangle, Square, Circle

Table 56 % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\bar{x}$
83.7 (51)	94.0 (61)	87.3 (50)	89.7 (42)	91.0 (30)	83.6 (75)	81.4 (59)	86.8 (368)

Table 57 % Right by Language

Spanish	Spanish + English	English	Other	$\bar{x}$
85.0 (80)	87.7 (97)	87.7 (187)	58.3 (4)	86.8 (368)

Table 58 % Right by Sex

Female	Male	$\bar{x}$
86.4 (203)	87.3 (165)	86.8 (368)

Table 59 % Right by Grade

Pre-Kinder.	Kinder.	First	$\bar{x}$
75.4 (102)	90.6 (139)	90.3 (103)	86.7 (344)

Table 60 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{x}$
86.0 (17)	81.8 (57)	87.9 (162)	85.3 (66)	92.6 (54)	87.1 (356)

Segment Strands

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓				✓		✓

Summary: Triangle, Circle, Square

Table 61 % Right by Sex

Female	Male	$\bar{X}$
100.0 (7)	100.0 (8)	100.0 (15)

Table 62 % Right by Grade

Kinder	First	$\bar{X}$
100.0 (8)	100.0 (7)	100.0 (15)

Table 63 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
100.0 (3)	100.0 (2)	100.0 (4)	100.0 (5)	100.0 (1)	100.0 (15)

Train: What Kind of Wheels did Train Have When it Moved?

Table 64 % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	$\bar{x}$
96.1 (51)	98.4 (61)	100.0 (46)	89.7 (39)	96.7 (30)	85.1 (74)	78.0 (59)	91.1 (360)

Table 65 % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\bar{x}$
93.5 (77)	87.5 (96)	91.8 (184)	100.0 (3)	91.1 (360)

Table 66 % Right by Sex

Female	Male	$\bar{x}$
89.3 (197)	93.3 (163)	91.1 (360)

Table 67 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\bar{x}$
83.7 (98)	93.4 (136)	93.1 (102)	91.1 (336)

Table 68 % Right by Academic Rating

1	2	3	4	5	$\bar{x}$
100.0 (15)	91.2 (57)	86.7 (158)	92.2 (64)	100.0 (53)	91.1 (347)

Train - Wheels
"What kind of wheels did the train
have when it moved?"

Table 69 % Right by Sex

Female	Male	$\bar{X}$
71.4 (7)	100.0 (8)	86.7 (15)

Table 70 % Right by Grade

Kinder	First	$\bar{X}$
87.5 (8)	85.7 (7)	86.7 (15)

Table 71 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
100.0 (3)	50.0 (2)	100.0 (4)	80.0 (5)	100.0 (1)	86.7 (15)

The Quita and Pon pieces are designed to teach the number system. A comprehension rate of 100.0% was obtained in Moraga and of 84.6% at the other sites.

The segments discussed so far were quite successful because of their simplicity and clarity. The following piece was not as successful: Mimo & Signs. This segment was more complicated in that it depended on the child being able to establish the relationship between Mimo's facial expressions and the symbols on the sign. It was probably too difficult a task for the target age group. Across all the sites 50.8% of the children were able to say what happened when the "?" was shown to them. In Moraga it was 33.3%. For the second sign ("$%¢&?) the comprehension was lower (26.7% for Moraga and 39.1% for the rest of the sites).

As might be expected, grade was an important variable, for comprehension increased considerably across grades (see Tables 83 and 86).

Self & Others

Through this strand the program tries to make the child aware of his similarity to others and at the same time of his uniqueness, and of his role as an integral part of the universe. This show has several segments reflecting this strand in varying degrees. They are Sand Castles, Changes, Weaving, Paper Cup, and Capirotada. However, the questions asked of these segments were not of the nature that one could make direct inferences as to the effectiveness of these segments in this area. This in many cases was due to the fact that several other strands were intertwined in these segments.

Show 02
Quita y Pon - Summary

Table 72. # Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	$\bar{x}$
83.8 (50)	91.8 (61)	87.5 (48)	86.9 (42)	91.8 (31)	78.1 (73)	78.0 (59)	84.6 (363)

Table 73 % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\bar{x}$
78.5 (78)	88.5 (95)	85.3 (184)	80.0 (5)	84.6 (363)

Table 74 % Right by Sex

Female	Male	$\bar{x}$
83.8 (201)	85.5 (162)	84.6 (363)

Table 75 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\bar{x}$
69.1 (95)	84.0 (140)	96.1 (103)	84.5 (339)

Table 76 % Right by Academic Rating

1	2	3	4	5	$\bar{x}$
85.0 (16)	84.7 (58)	82.6 (157)	84.1 (66)	93.4 (53)	84.9 (350)

Segment Strands

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓						

Show 02
Quita y Pon - Summary

Table 77 % Right by Sex

Female	Male	$\bar{X}$
100.0 (7)	100.0 (8)	100.0 (15)

Table 78 % Right by Grade

Kinder	First	$\bar{X}$
100.0 (8)	100.0 (7)	100.0 (15)

Table 79 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
100.0 (3)	100.0 (2)	100.0 (4)	100.0 (5)	100.0 (1)	100.0 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓						

What's Happening? ("?")

Table 80 % Right by Site

Knoxville	Los Angeles	Miami	Milwaukee	New York	San Antonio	San José	X̄
51.1 (45)	48.2 (56)	81.8 (33)	41.2 (34)	85.0 (20)	68.8 (64)	10.2 (59)	50.8 (311)

Table 81 % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
51.6 (64)	50.6 (81)	50.6 (166)	0.0 (0)	50.8 (311)

Table 82 % Right by Sex

Female	Male	X̄
51.4 (173)	50.0 (138)	50.8 (311)

Table 83 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	X̄
39.7 (78)	48.7 (119)	65.6 (90)	50.5 (187)

Table 84 % Right by Academic Rating

1	2	3	4	5	X̄
69.2 (13)	45.8 (48)	48.9 (139)	48.3 (58)	64.3 (42)	51.3 (300)

Segment Strands

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓						

Mimo & Signs
"What's happening?" (?)

Table 85 % Right by Sex

Female	Male	$\bar{X}$
57.1 (7)	12.5 (8)	33.3 (15)

Table 86 % Right by Grade

Kinder	First	$\bar{X}$
25.0 (8)	42.9 (7)	33.3 (15)

Table 87 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
33.3 (3)	50.0 (2)	25.0 (4)	20.0 (5)	100.0 (1)	33.3 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓						

What is Mimo Saying With This? (*&/%$*)

Table 88 % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	$\overline{X}$
43.2 (44)	37.3 (51)	50.0 (24)	40.6 (32)	82.4 (17)	46.3 (54)	13.6 (59)	39.1 (281)

Table 89 % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\overline{X}$
42.1 (57)	45.2 (73)	35.1 (151)	0.0 (0)	39.1 (281)

Table 90 % Right by Sex

Female	Male	$\overline{X}$
41.6 (154)	36.2 (127)	39.1 (281)

Table 91 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\overline{X}$
31.0 (71)	42.2 (102)	44.0 (84)	39.4 (257)

Table 92 % Right by Academic Rating

1	2	3	4	5	$\overline{X}$
50.0 (12)	44.4 (45)	33.9 (121)	47.3 (55)	37.8 (37)	39.6 (270)

Mimo & Signs
"What is Mimo saying with this?" (!?"$%¢&)

Table 93 % Right by Sex

Female	Male	X̄
14.3 (7)	37.5 (8)	26.7 (15)

Table 94 % Right by Grade

Kinder	First	X̄
37.5 (8)	14.3 (7)	26.7 (15)

Table 95 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	X̄
33.3 (3)	0.0 (2)	25.0 (4)	40.0 (5)	0.0 (1)	26.7 (15)

Only one question will be analyzed here and it comes from the Sand Castle piece. It is "When will they play together?" These results are partially explained by poor audio quality on the videotape itself. Moraga had a comprehension rate of 26.7%, and for the rest of the sites it was 57.1%. Language was an important variable as reflected by the fact that 77.0% of the Spanish speakers answered this question correctly.

Assembly and Disassembly

The goal of this strand is to present the basic symmetry and structure of many of nature's creations as well as to present the processes behind the construction of many man-made items. Samples of this strand in this show consisted of the following segments: Scooter, Toy Truck, and Train.

Scooter was predominantly a language piece and as such will be discussed in that context. Toy Truck was already discussed in the Information Processing segment (see Tables 40-55) as was Train (see Tables 56-71).

Natural Environment

In part, this strand is intended to show the relationship among living things and the role man plays in modifying these relations. Paper Cup and Sand Castles focus on different aspects of this strand.

In Sand Castles a simplified demonstration of erosion is given by showing how the waves levelled the sand castle. No attempt is

When Will They Play Together? (Sand Castles)

Table 96 % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	X̄
44.9 (49)	70.0 (60)	82.1 (39)	54.1 (37)	84.6 (26)	50.0 (68)	35.6 (59)	57.1 (338)

Table 97 % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
77.0 (74)	68.2 (88)	42.2 (173)	100.0 (3)	57.1 (338)

Table 98 % Right by Sex

Female	Male	X̄
54.3 (184)	60.4 (154)	57.1 (338)

Table 99 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	X̄
50.0 (90)	58.9 (129)	61.1 (95)	57.4 (314)

Table 100 % Right by Academic Rating

1	2	3	4	5	X̄
71.4 (14)	66.0 (53)	48.6 (144)	54.7 (64)	72.0 (50)	57.2 (325)

Sand Castles
"When are they going to play together?"

Table 101 % Right by Sex

Female	Male	$\bar{X}$
42.9 (7)	12.5 (8)	26.7 (15)

Table 102 % Right by Grade

Kinder	First	$\bar{X}$
37.5 (8)	14.3 (7)	26.7 (15)

Table 103 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
33.3 (3)	0.0 (2)	25.0 (4)	40.0 (5)	0.0 (1)	26.7 (15)

made to analyze that occurrence. In order to determine whether the children had been aware of the phenomenom they were asked, "What knocked the castle down?" In Moraga 100% of the children responded correctly, and 92.9% in the rest of the sites (see Tables 104 and 109).

Paper Cup was designed to create sensitivity to the problem of environmental pollution. Most children were able to identify the junk in the water as such (Moraga, 93.3%; other sites, 80.7%); but most importantly, most children were able to say why the little girl retrieved the cup from the stream and threw it in a garbage can. (Moraga, 73.3%; other sites, 80.6%)

Language

The language segments are intended to teach vocabulary as well as simple grammatical structures. There were seven such pieces in this show (see Appendix D). Three such pieces will be discussed here: Bell Ringer, Scooter and Balloon.

Bell Ringer and Scooter can be considered successful pieces, especially if one assumes a zero base level of Spanish for the English monolinguals. In Bell Ringer the overall comprehension for Moraga was 42.3% and 70.9% for the other sites. (see Tables 128-135). The English monolinguals of the other sites obtained an overall comprehension level of 53.0%. The Spanish monolinguals obtained a comprehension level of 86.5%. The difference between the monolinguals' level of learning is probably, in part, due to differing degrees of exposure to the second language. While the Spanish monolingual is constantly bombarded with English in his environment, the English monolingual in general is not exposed to Spanish to any

What Knocked Down the Castle? (Sand Castles)

Table 104 % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	X̄
92.2 (51)	95.0 (60)	90.0 (40)	86.5 (37)	95.5 (22)	94.6 (74)	94.6 (56)	92.9 (340)

Table 105 % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
85.9 (64)	95.3 (86)	95.2 (186)	50.0 (4)	92.9 (340)

Table 106 % Right by Sex

Female	Male	X̄
92.5 (186)	93.5 (154)	92.9 (340)

Table 107 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	X̄
92.3 (91)	89.5 (133)	97.8 (92)	92.9 (316)

Table 108 % Right by Academic Rating

1	2	3	4	5	X̄
85.7 (14)	89.1 (55)	95.3 (148)	96.8 (62)	89.6 (48)	93.3 (327)

Sand Castles
"What knocked the castle down?"

Table 109% Right by Sex

Female	Male	$\bar{X}$
100.0 (7)	100.0 (8)	100.0 (15)

Table 110 % Right by Grade

Kinder	First	$\bar{X}$
100.0 (8)	100.0 (7)	100.0 (15)

Table 111 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
100.0 (3)	100.0 (2)	100.0 (4)	100.0 (5)	100.0 (1)	100.0 (15)

What's This? (Garbage)

Table 112 % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	$\overline{X}$
94.0 (50)	80.0 (60)	86.4 (44)	83.3 (36)	79.3 (29)	80.0 (70)	66.1 (59)	80.7 (348)

Table 113 % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\overline{X}$
74.7 (75)	82.2 (90)	83.2 (179)	50.0 (4)	80.7 (348)

Table 114 % Right by Sex

Female	Male	$\overline{X}$
79.3 (193)	82.6 (155)	80.7 (348)

Table 115 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\overline{X}$
66.7 (93)	83.1 (136)	89.5 (95)	81.2 (324)

Table 116 % Right by Academic Rating

1	2	3	4	5	$\overline{X}$
80.0 (15)	84.2 (57)	76.5 (149)	78.1 (64)	88.0 (50)	80.0 (335)

Segment Strand(s)

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓			✓		✓	

Paper Cup
"What's this?" (garbage)

Table 117 % Right by Sex

Female	Male	X̄
100.0 (7)	87.5 (8)	93.3 (15)

Table 118% Right by Grade

Kinder	First	X̄
100.0 (8)	85.7 (7)	93.3 (15)

Table 119 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	X̄
66.7 (3)	100.0 (2)	100.0 (4)	100.0 (5)	100.0 (1)	93.3 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓			✓		✓	

Why Does She Take the Cup Out of the Water?

Table 120 % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	$\overline{X}$
83.0 (47)	90.2 (61)	81.0 (42)	86.5 (37)	88.5 (26)	86.3 (73)	66.1 (59)	82.6 (345)

Table 121 % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\overline{X}$
86.7 (75)	77.8 (90)	83.1 (178)	100.0 (2)	82.6 (345)

Table 122 % Right by Sex

Female	Male	$\overline{X}$
82.5 (189)	82.7 (156)	82.6 (345)

Table 123 % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\overline{X}$
78.7 (89)	82.7 (133)	85.9 (99)	82.8 (321)

Table 124 % Right by Academic Rating

1	2	3	4	5	$\overline{X}$
85.7 (14)	86.8 (53)	82.1 (151)	82.8 (64)	78.0 (50)	82.5 (332)

Paper Cup
"Why does she take the cup out of the water?"

Table 125 % Right by Sex

Female	Male	$\bar{X}$
57.1 (7)	87.5 (8)	73.3 (15)

Table 125 % Right by Grade

Kinder	First	$\bar{X}$
50.0 (8)	100.0 (7)	73.3 (15)

Table 127 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
100.0 (3)	100.0 (2)	50.0 (4)	60.0 (5)	100.0 (1)	73.3 (15)

Bell Ringer - Summary

Table 128 % Right by Sites

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\bar{x}$
50.9 (51)	72.9 (60)	88.0 (50)	64.7 (41)	88.3 (32)	72.7 (72)	64.4 (59)	70.9 (365)

Table 129 % Right by Language

Spanish	Spanish + English	English	Other	$\bar{x}$
86.5 (82)	89.7 (98)	53.0 (181)	100.0 (5)	70.9 (365)

Table 130 % Right by Sex

Female	Male	$\bar{x}$
73.9 (202)	67.2 (163)	70.9 (365)

Table 131 % Right by Grade

Pre-Kinder.	Kinder.	First	$\bar{x}$
69.6 (102	73.3 (139)	71.0 (100)	70.8 (341)

Table 132 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{x}$
69.8 (17)	66.1 (59)	72.6 (157)	76.0 (65)	69.1 (54)	71.5 (352)

Segment Strand(s)

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
✓							✓

Bell Ringer - Summary (Moraga - English Monolingual)
(Campana, reloj, telefono)

Table 133% Right by Sex

Female	Male	X̄
42.9 (7)	41.7 (8)	42.3 (15)

Table 134 % Right by Grade

Kinder	First	X̄
37.5 (8)	47.6 (7)	42.5 (15)

Table 135 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	X̄
66.7 (3)	83.3 (2)	25.0 (4)	33.3 (5)	0.0 (1)	41.7 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
✓							✓

great extent at all.

The Scooter piece had an overall comprehensibility score of 53.1% for the first sites and 29.7% for Moraga. The English monolinguals of the other sites obtained a 30.7% comprehension level.

The Balloon segment attempted to teach an adverb (More-Más) and it was not very successful. Undeniably it is a more difficult thing to teach than a noun. Possibly if it had been presented along with concept of Less-Menos the segment would have been clearer. But, as it was presented it tended to be confusing. Moraga had a comprehension level of 26.7% and the English monolinguals of the other sites had a level of 51.7% (see Tables 144-151).

Total Comprehensibility and Appeal

The presentation of the data up to this point has been by strands. However, something must be said about the overall comprehensibility and appeal of the program. Table 152 presents a summary of the success achieved in each of these areas.

Table 152: $\bar{X}$ Total Comprehensibility and Appeal Scores

	%
Appeal	85.37
Comprehensibility	72.37

As can be seen the show was liked, as well as understood, for the most part, by the youngsters. The appeal was somewhat higher than the comprehensibility. This seems to indicate that the show is interesting enough to keep the child's attention, even though he may not totally understand all of it from the point of view of an adult.

Scooter - Summary

Table 136 $\bar{x}$ % Right by Sites

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\bar{x}$
18.4 (50 *)	76.5 (60)	69.6 (47)	55.1 (42)	80.4 (27)	48.1 (71)	63.0 (74)	53.1 (361)

Table 137 $\bar{x}$ % Right by Language

Spanish	Spanish + English	English	Other	$\bar{x}$
71.0 (75)	81.6 (97)	30.7 (181)	32.7 (4)	53.1 (361)

Table 138 $\bar{x}$ % Right by Sex

Female	Male	$\bar{x}$
51.0 (195)	52.9 (161)	53.1 (356)

Table 139 $\bar{x}$ % Right by Grade

Pre-Kinder.	Kinder.	First	$\bar{x}$
44.9	55.3	59.3	51.0

Table 140 $\bar{x}$ % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{x}$
59.6	59.2	51.0	58.3	50.0	53.9

*Total number of Ss in each category (site, language, sex, grade, and academic rating) written in parentheses.

Segment Strand(s)

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
					✓		✓

Scooter - Summary
(martillo, tabla, clavos, patín, caja)

Table 141 % Right by Sex

Female	Male	$\bar{X}$
28.6 (7)	30.7 (8)	29.7 (15)

Table 142 % Right by Grade

Kinder	First	$\bar{X}$
22.3 (8)	38.3 (7)	30.3 (15)

Table 143 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	$\bar{X}$
0.0 (3)	50.0 (2)	45.0 (4)	28.0 (5)	0.0 (1)	24.6 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
					✓		✓

Balloon - More-Más

Table 144 % Right by Sites

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	x̄
49.0 (51)	73.7 (57)	83.3 (42)	56.4 (39)	82.6 (23)	59.2 (71)	54.2 (59)	63.5 (342)

Table 145 % Right by Language

Spanish	Spanish + English	English	Other	x̄
68.1 (72)	81.7 (93)	51.7 (174)	66.7 (3)	63.5 (342)

Table 146 % Right by Sex

Female	Male	x̄
63.9 (191)	62.9 (151)	63.5 (342)

Table 147 % Right by Grade

Pre-Kinder.	Kinder.	First	x̄
54.3 (94)	60.8 (130)	74.7 (95)	63.6 (319)

Table 148 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	x̄
68.8 (16)	56.0 (50)	66.2 (151)	50.8 (63)	80.0 (50)	63.9 (330)

Segment Strand(s)

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
							✓

Balloon - More- Más
"Do you know what "más" means?"

Table 149 % Right by Sex

Female	Male	X̄
28.6 (7)	25.0 (8)	26.7 (15)

Table 150 % Right by Grade

Kinder	First	X̄
12.5 (8)	42.9 (7)	26.7 (15)

Table 151 % Right by Academic Rating

1.00	2.00	3.00	4.00	5.00	X̄
66.7 (3)	50.0 (2)	0.0 (4)	20.0 (5)	0.0 (1)	26.7 (15)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
							✓

SHOW 3

Communication

This strand has as its objective the presentation and description of our various communication systems. In show 03 three examples of communication are shown: Verbal (Baja 500), Animal (Chirp-Chirp) and Mechanical (Code). Baja 500 and Code are further discussed below.

The Baja 500 segment was intended to exemplify the advantage of knowing a second language. Two questions were asked in order to determine if the child understood the fact that the driver couldn't communicate with the man and Manuel could. In 70.4% of the cases the children were able to say that the driver couldn't talk to the man, and in 78.1% of the cases they understood that Manuel could. Grade proved to be an important variable. Comprehension increased considerably with each grade increase. Sex differences were negligible (See Tables 160 and 165). The Spanish and English monolingual comprehension scores were very close, while the Bilinguals' score was slightly higher.

The comprehension of the Code segment was not as high as that of the Baja 500. The children understood what the men were doing (sending messages) in 52.5% of the cases, and how the one boy was going to tell the other if he could play (63.3%). There was not too much difference between the comprehension scores of the Bilinguals and the English monolinguals. The Spanish monolinguals scored lower than these groups, but that was to be expected since the segment was in English (See Tables 169 and 174). Comprehension was also found to increase with grade.

BAJA 500
Why Did the Man Stop the Car?

Table 153 % Right by Site

Knox-Ville	Los Angeles	Miami	Milwaukee	New York	San Antonio	San Jose	X̄
78.4 (51)	88.5 (61)	78.7 (47)	56.3 (32)	79.5 (39)	75.4 (61)	81.0 (42)	78.1 (333)

Table 154 % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
72.7 (55)	81.6 (103)	77.8 (171)	66.7 (3)	78.0 (332)

Table 155 % Right by Sex

Female	Male	X̄
76.5 (179)	79.9 (154)	78.1 (333)

Table 156 % Right by Grade

Pre-Kinder	Kinder	First	X̄
64.5 (62)	70.6 (119)	87.1 (124)	78.1 (305)

Table 157 % Right by Academic Rating

1	2	3	4	5	X̄
76.5 (17)	75.0 (60)	73.1 (130)	82.3 (62)	89.8 (59)	78.4 (328)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
✓				✓			

BAJA 500
What Happened When the Driver Talked to the Man?

Table 158.% Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
64.7 (51)	88.1 (59)	88.6 (44)	40.6 (32)	75.7 (37)	64.5 (62)	60.5 (43)	70.4 (328)

Table 159. % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
67.3 (52)	76.2 (101)	67.8 (171)	66.7 (3)	70.3 (327)

Table 160.% Right by Sex

Female	Male	X̄
68.7 (179)	72.5 (149)	70.4 (328)

Table 161. Right by Grade

Pre-Kinder	Kinder	First	X̄
45.0 (60)	59.8 (117)	87.0 (123)	70.4 (300)

Table 162. %Right by Academic Rating

1	2	3	4	5	X̄
57.9 (19)	62.9 (62)	65.6 (125)	75.8 (62)	89.1 (55)	70.6 (323)

BAJA 500
What Happened When Manuel Talked
to the Man?

Table 163. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
71.4 (49)	93.2 (59)	81.8 (44)	53.3 (30)	82.4 (34)	76.7 (60)	76.7 (43)	78.1 (319)

Table 164.% Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
78.8 (52)	80.8 (99)	77.0 (165)	33.3 (3)	78.1 (319)

Table 165. % Right by Sex

Female	Male	X̄
78.7 (178)	77.3 (141)	78.1 (319)

Table 166.% Right by Grade

Pre-Kinder	Kinder	First	X̄
60.7 (56)	71.7 (113)	87.7 (122)	78.1 (291)

Table 167.% Right by Academic Rating

1	2	3	4	5	X̄
64.7 (17)	76.7 (60)	73.4 (124)	86.7 (60)	83.3 (54)	77.8 (315)

What Are They Doing? (Code 1)

Table 168.% Right by Site

KnoxVille	Los Angeles	Miami	Milwaukee	New York	San Antonio	San Jose	$\bar{X}$
56.0	60.3	62.5	31.0	76.7	36.2	40.5	52.5
(50)	(58)	(40)	(29)	(43)	(58)	(42)	(320)

Table 169.% Right by Language Dominance

Spanish	Spanish & English	English	Other	$\bar{X}$
47.9	52.9	54.9	0.0	52.7
(48)	(104)	(164)	(3).	(319)

Table 170.% Right by Sex

Female	Male	$\bar{X}$
46.5	59.5	52.5
(172)	(148)	(320)

Table 171.% Right by Grade

Pre-Kinder	Kinder	First	$\bar{X}$
35.7	44.4	63.3	52.5
(56)	(117)	(120)	(293)

Table 172.% Right by Academic Rating

1	2	3	4	5	$\bar{X}$
38.9	46.8	45.5	65.6	64.7	52.4
(18)	(62)	(123)	(61)	(51)	(315)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
✓							

How's This One Going to Tell His Friend He Can Play?

Table 173.% Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
60.8 (51)	77.2 (57)	57.9 (38)	48.3 (29)	78.9 (38)	62.5 (56)	50.0 (42)	63.3 (311)

Table 174.% Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
50.0 (50)	63.9 (97)	67.5 (160)	33.3 (3)	63.2 (310)

Table 175.% Right by Sex

Female	Male	X̄
59.3 (167)	68.1 (144)	63.3 (311)

Table 176.% Right by Grade

Pre-Kinder	Kinder	First	X̄
52.9 (51)	57.5 (113)	67.2 (119)	63.3 (283)

Table 177.% Right by Academic Rating

1	2	3	4	5	X̄
52.6 (19)	49.1 (55)	62.8 (121)	72.4 (58)	71.7 (53)	63.1 (306)

Sex seemed to have affected comprehension in this segment (See Tables 170 and 175 It seems that this piece was heavily loaded with male "appropriate" behaviors and models, to the extent that the girls were turned off by it.

Information Processing

There were six Information Processing type segments in Show 03. They were Hayride, Mimo Sweeping, Quita y Pon (1-20), Quita y Pon (1), Nesting Pots, and Redondos. Data on three of these segments will be presented here.

In Hayride it is demonstrated that some objects (in this case a watch) can be found by the sounds they make. The majority of the children (92.6%) were able to say what happened to Don Salvador's watch. A slightly lower percentage (84.0%) was able to say how the boy found it (See Tables 178 , 187). There was not much difference in the comprehension of the first question by language categories (See Table 179). However, the comprehensibility level droped for the second question, specially for the Spanish monolinguals (See Table 184). Grade seems to play a more significant role in the comprehension of this second question than the first (See Tables 181 and 186).

In the Redondos segment an attempt is made to show the difference between round and non-round figures. This was also an assembly and disassembly piece in that it illustrated how an almost circular object can be formed by joining a finite number of triangles. The children were able to identify the Redondos in 84.7% of the cases,

What Happened to Don Salvador's Watch?

Table 178. % Right by Site

Knoxville	Los Angeles	Miami	Milwaukee	New York	San Antonio	San José	X̄
92.3 (52)	91.8 (61)	100.0 (45)	93.3 (30)	90.2 (41)	91.0 (67)	90.5 (42)	92.6 (338)

Table 179. % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
89.5 (57)	92.3 (104)	93.6 (173)	100.0 (3)	92.6 (337)

Table 180.% Right by Sex

Female	Male	X̄
90.8 (185)	94.8 (153)	92.6 (338)

Table 181. % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	X̄
91.4 (58)	88.6 (123)	96.1 (129)	92.6 (310)

Table 182. % Right by Academic Rating

1	2	3	4	5	X̄
89.5 (19)	87.5 (64)	92.5 (133)	93.4 (61)	100.0 (56)	92.8 (333)

Segment Strands

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓			✓			

How Did Pablo Find It?

Table 183. % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	$\bar{X}$
90.0 (50)	83.9 (62)	87.0 (46)	72.0 (25)	84.6 (39)	86.4 (66)	76.7 (43)	84.0 (331)

Table 184. % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\bar{X}$
68.6 (51)	83.7 (104)	88.4 (173)	100.0 (3)	84.0 (331)

Table 185. % Right by Sex

Female	Male	$\bar{X}$
82.0 (178)	86.3 (153)	84.0 (331)

Table 186. % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\bar{X}$
71.2 (59)	76.5 (119)	94.4 (125)	84.0 (303)

Table 187. % Right by Academic Rating

1	2	3	4	5	$\bar{X}$
72.2 (18)	77.0 (61)	82.2 (129)	90.0 (60)	91.4 (58)	83.7 (326)

REDONDOS
Where are the redondos?

Table 188. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\overline{X}$
73.6 (53)	78.0 (59)	95. (49)	93.9 (33)	97.7 (43)	85.3 (68)	73.8 (42)	84.7 (347)

Table 189. % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\overline{X}$
91.5 (59)	89.0 (109)	80.0 (175)	66.7 (3)	84.7 (346)

Table 190. % Right by Sex

Female	Male	$\overline{X}$
81.9 (188)	88.1 (159)	84.7 (347)

Table 191. % Right by Grade

Pre-Kinder	Kinder	First	$\overline{X}$
92.4 (66)	82.4 (125)	85.2 (128)	84.7 (319)

Table 192. % Right by Academic Rating

1	2	3	4	5	$\overline{X}$
90.5 (21)	93.9 (66)	77.8 (135)	80.0 (60)	93.3 (60)	84.8 (342)

Segment Strands

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓				✓		

Which One Is Not Redondo?

Table 193. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
51.9 (52)	75.4 (61)	75.0 (48)	39.4 (33)	84.1 (44)	55.2 (67)	61.9 (42)	64.0 (347)

Table 194.% Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
72.4 (58)	69.4 (108)	57.6 (177)	66.7 (3)	63.9 (346)

Table 195.% Right by Sex

Female	Male	X̄
64.0 (189)	63.9 (158)	64.0 (347)

Table 196.% Right by Grade

Pre-Kinder	Kinder	First	X̄
54.5 (66)	56.1 (123)	74.6 (130)	64.0 (319)

Table 197.% Right by Academic Rating

1	2	3	4	5	X̄
52.6 (19)	68.2 (66)	56.3 (135)	71.0 (62)	73.3 (60)	64.0 (342)

and the non-circular in 64.0% of the cases. This segment was not as clear as those segments in Show 02, which presented geometric shapes, i.e. Circus Strong Man and Train. The Spanish speaking children had a higher comprehension score than the other two language groups,and the English monolinguals obtained the lowest scores (Se Tables 189 and 194).

The Nesting Pots segments demonstrated several skills such as determining size relationships, seriation, and nesting. Overall it was quite a successful piece. Most of the children were able to tell which was the smallest, and which was the biggest pot (See Tables 198 and 203). They were also able to count the pots and tell how they were nested (Tables 208 and 212).

Energy

The goal of the See-saw and Subibaja segments was to illustrate some of the basic principles of leverage. In Subibaja a song to explain these principles was sung by Rafael in Spanish, and then by Doña Luz in English. A total of 53.0% of the children understood what the song was about. A higher percentage of the Spanish monolinguals understood what the song was about (62.5%) than the English monolinguals (45.4%). Males had a higher comprehension level than the girls (57.9% vs. 48.7%). Grade was also found to influence the child's comprehension of the song (See Table 220).

Across all the sites a total of 84.7% of the children were able to say why the see-saw didn't move. (See Table 222). There were no major differences in the comprehension by sex or language categories (See Tables 223 and 224). Comprehension increased by grade.

NESTING POTTERY

Show Me the Smallest Pot

Table 198. % Right by Site

Knoxville	Los Angeles	Miami	Milwaukee	New York	San Antonio	San José	$\overline{X}$
92.5 (53)	96.8 (62)	96.0 (50)	80.0 (35)	100.0 (46)	98.5 (67)	90.7 (43)	94.4 (356)

Table 199. % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\overline{X}$
93.2 (59)	91.8 (110)	96.2 (182)	100.0 (4)	94.4 (355)

Table 200. % Right by Sex

Female	Male	$\overline{X}$
93.8 (194)	95.1 (162)	94.4 (356)

Table 201. % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\overline{X}$
88.4 (69)	92.2 (128)	98.5 (131)	94.4 (328)

Table 202. % Right by Academic Rating

1	2	3	4	5	$\overline{X}$
95.2 (21)	97.1 (68)	91.3 (138)	95.2 (62)	96.8 (62)	94.3 (351)

Segment Strand(s)

Communication	Info Processing	Nutrition	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
	✓				✓		

NESTING POTTERY

Show me the Biggest Pot

Table 203. % Right by Site

Knoxville	Los Angeles	Miami	Milwaukee	New York	San Antonio	San José	X̄
90.6 (53)	98.4 (63)	92.0 (50)	77.1 (35)	95.7 (46)	89.6 (67)	88.4 (43)	91.0 (357)

Table 204. % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
90.0 (60)	88.2 (110)	92.9 (182)	100.0 (4)	91.0 (356)

Table 205. % Right by Sex

Female	Male	X̄
91.8 (196)	90.1 (161)	91.0 (357)

Table 206. % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	X̄
79.7 (69)	89.1 (128)	97.7 (131)	91.0 (329)

Table 207. % Right by Academic Rating

1	2	3	4	5	X̄
81.0 (21)	91.2 (68)	91.2 (137)	93.8 (64)	91.9 (62)	91.2 (352)

NESTING POTTERY

Count Them

Table 208. % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	X̄
88.0 (50)	96.8 (63)	95.7 (46)	65.6 (32)	97.6 (42)	92.6 (68)	88.4 (43)	90.7 (344)

Table 209. % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
84.2 (57)	89.6 (106)	93.2 (177)	100.0 (3)	90.7 (343)

Table 210. % Right by Sex

Female	Male	X̄
90.3 (186)	91.1 (158)	90.7 (344)

Table 211. % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	X̄
76.3 (59)	37.4 (127)	98.4 (129)	90.7 (315)

Table 212. % Right by Academic Rating

1	2	3	4	5	X̄
80.0 (20)	89.1 (64)	87.3 (134)	96.8 (63)	96.6 (58)	90.6 (339)

NESTING POTTERY

How Did Rafael Make Them All Fit Together?

Table 213. % Right by Site

Knox-ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San José	$\bar{X}$
90.2 (51)	95.1 (61)	95.2 (42)	73.3 (30)	85.4 (41)	92.3 (65)	78.6 (42)	88.6 (332

Table 214. % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\bar{X}$
85.2 (54)	81.7 (104)	93.6 (171)	100.0 (2)	88.5 (331)

Table 215. % Right by Sex

Female	Male	$\bar{X}$
87.6 (178)	89.6 (154)	88.6 (332)

Table 216. % Right by Grade

Pre-Kinder	Kindergarten	1st Grade	$\bar{X}$
75.0 (56)	84.3 (121)	96.8 (126)	88.6 (303)

Table 217. % Right by Academic Rating

1	2	3	4	5	$\bar{X}$
83.3 (18)	82.0 (61)	86.3 (131)	96.8 (62)	92.7 (55)	88.4 (327)

SUBIBAJA
What Was the Song They Were Singing About?

Table 218.% Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\bar{X}$
34.7 (49)	50.9 (53)	89.3 (28)	54.5 (22)	71.4 (35)	37.0 (54)	57.1 (42)	53.0 (283)

Table 219.% Right by Language Dominance

Spanish	Spanish & English	English	Other	$\bar{X}$
62.5 (48)	58.9 (90)	45.4 (141)	66.7 (3)	52.8 (282)

Table 220. % Right by Sex

Female	Male	$\bar{X}$
48.7 (150)	57.9 (133)	53.0 (283)

Table 221.% Right by Grade

Pre-Kinder	Kinder	First	$\bar{X}$
37.5 (48)	55.2 (105)	62.6 (107)	53.0 (260)

Table 222.% Right by Academic Rating

1	2	3	4	5	$\bar{X}$
61.1 (18)	53.3 (60)	40.8 (103)	59.3 (54)	74.4 (43)	53.6 (278)

Segment Strand(s)

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
			✓		✓		

SUBIBAJA
Why Wouldn't the Seesaw Move?

Table 223.% Right by Site

Knoxville	Los Angeles	Miami	Milwaukee	New York	San Antonio	San Jose	X̄
80.0 (50)	90.5 (63)	93.8 (48)	53.1 (32)	86.4 (44)	87.9 (66)	88.4 (43)	84.7 (346)

Table 224.% Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
84.2 (57)	87.0 (108)	83.1 (178)	100.0 (2)	84.6 (345)

Table 225.% Right by Sex

Female	Male	X̄
83.4 (187)	86.2 (159)	84.7 (346)

Table 226. % Right by Grade

Pre-Kinder	Kinder	First	X̄
71.9 (64)	80.5 (123)	92.3 (130)	84.7 (317)

Table227. % Right by Academic Rating

1	2	3	4	5	X̄
68.4 (19)	86.2 (65)	82.6 (132)	84.1 (63)	91.9 (62)	84.5 (341)

Still the comprehension was quite high even for Pre-K's (71.9%).

Most children (89.3%) were able to recall that the see-saw moved when Doña Luz moved the little girl closer to her edge of the see-saw. The Bilingual children had a slightly higher comprehension level than the monolingual groups (See Table 228). Grade was again found to be directly related to the level of comprehension (See Table 230).

A total of 62.8% of the children were able to say why, on the film piece, the boy gets on the same side the little girl is on. Of all the questions on this segment, this one had the lowest comprehensibility score. Two factors that might have contributed to this. One of them was the fact that the action changed from the studio unto a film of children playing, and somehow in the process the curriculum point was confused and did not transfer to the other setting. Many children said that they sat on the same side because "They were friends", "they wanted to play", etc. Differences across language categories were not noticeable. Boys did somewhat better than girls (68.3% vs. 58.0%).

In the see-saw segment the children were able to recall in 90.8% of the cases what happened when the boys gave Rafael the box, and were able to explain why it happened in 81.0% of the cases. Comprehension did not differ greatly by language categories. Grade level was once more found to be related to the comprehension level achieved by the child.

Self and Others

People are shown casually interacting with each other in several segments in Show 034 (See Appendix D). An example of such a segment is Viejo San Juan.

SUBIBAJA
What happened When Dona Luz Moved the Little Girl?

Table 228.% Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
86.0 (50)	95.1 (61)	95.7 (46)	73.3 (30)	82.1 (39)	91.0 (67)	93.0 (43)	89.3 (336)

Table 229.% Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
87.3 (55)	93.3 (104)	87.9 (173)	66.7 (3)	89.3 (335)

Table 230.% Right by Sex

Female	Male	X̄
90.1 (181)	88.4 (155)	89.3 (336)

Table 231.% Right By Grade

Pre-Kinder	Kinder	First	X̄
74.6 (59)	87.7 (122)	95.2 (126)	89.3 (307)

Table 232.% Right by Academic Rating

1	2	3	4	5	X̄
73.7 (19)	95.3 (64)	81.9 (127)	95.1 (61)	98.3 (60)	89.4 (331)

SUBIBAJA
Why Did This Kid Get On the
Little Girl's Side?

Table 233. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\overline{X}$
53.8 (52)	70.6 (51)	76.9 (39)	43.5 (23)	79.4 (34)	69.8 (63)	38.1 (42)	62.8 (304)

Table 234. % Right by Language Dominance

Spanish	Spanish & English	English	Other	$\overline{X}$
63.8 (47)	62.4 (93)	62.7 (161)	50.0 (2)	62.7 (303)

Table 235. % Right by Sex

Female	Male	$\overline{X}$
58.0 (162)	68.3 (142)	62.8 (304)

Table 236. % Right by Grade

Pre-Kinder	Kinder	First	$\overline{X}$
52.8 (53)	48.6 (105)	75.6 (119)	62.8 (277)

Table 237. % Right by Academic Rating

1	2	3	4	5	$\overline{X}$
38.9 (18)	66.1 (59)	54.5 (112)	69.6 (56)	75.9 (54)	62.5 (299)

What Happened When the Boys Gave Rafael the Box? (See-saw)

Table 238. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\bar{X}$
91.8 (49)	95.2 (62)	95.5 (44)	74.2 (31)	95.5 (44)	89.2 (65)	88.4 (43)	90.8 (338)

Table 239.% Right by Language Dominance

Spanish	Spanish & English	English	Other	$\bar{X}$
92.9 (56)	88.6 (105)	91.9 (173)	66.7 (3)	90.8 (337)

Table 240.% Right by Sex

Female	Male	$\bar{X}$
88.7 (186)	93.4 (152)	90.8 (338)

Table 241.% Right by Grade

Pre-Kinder	Kinder	First	$\bar{X}$
80.3 (61)	87.7 (122)	96.9 (127)	90.8 (310)

Table 242.% Right by Academic Rating

1	2	3	4	5	$\bar{X}$
84.2 (19)	92.4 (66)	83.7 (129)	98.3 (58)	98.4 (61)	90.7 (333)

Segment Strands

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
			✓		✓		

Why? (See-saw 2)

Table 243.% Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
72.3 (47)	93.3 (60)	92.3 (39)	59.3 (27)	87.8 (41)	78.7 (61)	73.2 (41)	81.0 (316)

Table 244.% Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
81.1 (53)	79.8 (104)	81.5 (157)	100.0 (1)	81.0 (315)

Table245. % Right by Sex

Female	Male	X̄
77.3 (176)	85.7 (140)	81.0 (316)

Table 246.% Right by Grade

Pre-Kinder	Kinder	First	X̄
57.7 (52)	75.2 (113)	92.7 (123)	81.0 (288)

Table 247% Right by Academic Rating

1	2	3	4	5	X̄
77.8 (18)	86.4 (59)	67.5 (120)	93.0 (57)	93.0 (57)	81.0 (311)

For most of the children the scenes of El Viejo San Juan were a completely new experience. Some of the children were able to establish that the song was about the city (44.6% to be exact). Only 48.8% of the children said that they had ever seen a fortress type structure such as El Morro. Perhaps the percentage is probably much lower, since many children will tend to answer questions of this type affirmatively, when in reality it should be negative.

Although most of the children had never seen El Morro, the majority said they would like to play there (85.4%). This question was intended to measure appeal, and indicate that the children liked, at least, the film part of this segment.

Natural Environment

Seven of the segments in Show 03 presented some aspects of the natural environment. The two principal ones were Miguelita and the Clouds and Noise Pollution.

In Noise Pollution several familiar sounds that plight our urban environment are highlighted to show their cumulative and upsetting effects on a person, specially when they are trying to get some sleep. A very high percentage (95.7%) of the children understood what Mimo's predicament was. The Spanish monolinguals had a lower comprehension level than the Bilinguals or the English monolinguals (See Table 263). A slightly lower percentage were able to say why Mimo went to the forest (90.8%).

Miguelita and the clouds was intended to expose the children to the fact that there are several different types of clouds and some of their properties. Across all the sites a total of 61.6% of the

What Are They Singing About? (Viejo San Juan)

Table 248. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
46.7 (45)	46.0 (50)	87.0 (23)	16.0 (25)	71.0 (31)	38.9 (54)	23.3 (43)	44.6 (271)

Table 249.% Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
52.3 (44)	41.4 (87)	43.5 (138)	100.0 (1)	44.4 (270)

Table 250. % Right by Sex

Female	Male	X̄
44.2 (147)	45.2 (124)	44.6 (271)

Table 251. % Right by Grade

Pre-Kinder	Kinder	First	X̄
34.8 (46)	40.4 (99)	51.4 (105)	44.6 (250)

Table 252.% Right by Academic Rating

1	2	3	4	5	X̄
46.2 (13)	29.6 (54)	41.0 (105)	50.0 (52)	66.7 (42)	44.7 (266)

Segment Strands

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
				✓			

Have You Seen Something Like This Before? (Old San Juan)

Table 253. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
27.5 (51)	52.4 (63)	70.7 (41)	41.2 (34)	62.8 (43)	40.0 (65)	53.5 (43)	48.8 (340)

Table 254. % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
79.6 (54)	50.0 (106)	37.7 (175)	75.0 (4)	48.7 (339)

Table 255. % Right by Sex

Female	Male	X̄
46.2 (182)	51.9 (158)	48.8 (340)

Table 256. % Right by Grade

Pre-Kinder	Kinder	First	X̄
48.5 (66)	54.5 (121)	45.6 (125)	48.8 (312)

Table 257. % Right by Academic Rating

1	2	3	4	5	X̄
47.4 (19)	57.1 (63)	46.3 (134)	49.2 (63)	46.4 (56)	49.0 (335)

Would You Like To Go There And Play? (Viejo San Juan)

Table 258. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
86.8 (53)	84.1 (63)	87.0 (46)	68.6 (35)	95.2 (42)	91.0 (67)	79.1 (43)	85.4 (349)

Table 259. % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
87.7 (57)	81.3 (107)	87.2 (180)	75.0 (4)	85.3 (348)

Table 260. % Right by Sex

Female	Male	X̄
81.6 (190)	89.9 (159)	85.4 (349)

Table 261. % Right by Grade

Pre-Kinder	Kinder	First	X̄
85.5 (69)	84.1 (126)	86.5 (126)	85.4 (321)

Table 262. % Right by Academic Rating

1	2	3	4	5	X̄
75.0 (20)	87.3 (63)	83.5 (139)	88.7 (62)	86.7 (60)	85.2 (344)

NOISE POLLUTION
Why Couldn't He Sleep?

Table 263. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
96.2 (53)	96.8 (63)	95.9 (49)	84.8 (33)	95.5 (44)	100.0 (67)	95.3 (43)	95.7 (352)

Table 264.% Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
87.9 (58)	97.2 (108)	97.3 (182)	100.0 (3)	95.7 (351)

Table 265.% Right by Sex

Female	Male	X̄
95.3 (193)	96.2 (159)	95.7 (352)

Table 266.% Right by Grade

Pre-Kinder	Kinder	First	X̄
95.7 (69)	92.1 (126)	99.2 (129)	95.7 (324)

Table 267.% Right by Academic Rating

1	2	3	4	5	X̄
90.0 (20)	94.0 (67)	96.3 (134)	96.9 (64)	98.4 (62)	96.0 (347)

NOISE POLLUTION
Why Did He Go To The Forest?

Table 268. % Right by Site

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	X̄
92.5 (53)	98.4 (63)	87.2 (47)	82.1 (28)	91.1 (45)	89.6 (67)	88.4 (43)	90.8 (346)

Table 269. % Right by Language Dominance

Spanish	Spanish & English	English	Other	X̄
82.5 (57)	90.4 (104)	93.4 (181)	100.0 (3)	90.7 (345)

Table 270. % Right By Sex

Female	Male	X̄
90.1 (191)	91.6 (155)	90.8 (346)

Table 271. % Right by Grade

Pre-Kinder	Kinder	First	X̄
82.8 (64)	87.1 (124)	96.2 (130)	90.8 (318)

Table 272. % Right by Academic Rating

1	2	3	4	5	X̄
89.5 (19)	87.7 (65)	91.0 (134)	93.7 (63)	90.0 (60)	90.6 (341)

Segment Strand(s)

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
				✓		✓	

Cirrus, Cumulus and Stratus

Table 273. Summary of $\bar{X}$% Right by Sites

Knox-Ville	Los Angeles	Miami	Mil-waukee	New York	San Antonio	San Jose	$\bar{X}$
46.0 (52)	81.1 (58)	62.0 (29)	45.8 (31)	74.6 (40)	60.0 (62)	61.1 (42)	61.6 (314)

Table 274. Summary of $\bar{X}$% Right by Language

Spanish	Spanish & English	English	Other	$\bar{X}$
65.0 (43)	87.8 (99)	66.2 (168)	66.7 (3)	69.2 (313)

Table 275. Summary of $\bar{X}$% Right by Sex

Female	Male	$\bar{X}$
58.6 (168)	66.7 (146)	62.7 (314)

Table 276. Summary of $\bar{X}$% Right by Grade

Pre-Kinder	Kinder	First	$\bar{X}$
44.4 (51)	56.8 (114)	70.9 (120)	57.4 (285)

Table 277. Summary of $\bar{X}$% Right by Academic Rating

1	2	3	4	5	$\bar{X}$
36.9 (18)	54.1 (61)	61.6 (118)	77.0 (59)	66.7 (53)	59.8 (309)

Segment Strand(s)

Communi-cation	Info Pro-cessing	Nutri-tion	Energy	Self & Others	Assembly & Disassembly	Natural Environ	Language
						✓	✓

children were able to tell the types of clouds apart. The Bilingual children's comprehension level was approximately 20% higher than the monolinguals (See Table 273). Comprehension tended to increase by grade (See Table 275).

TOTAL COMPREHENSION AND APPEAL

Table 278

$\overline{X}$ Total Comprehensibility and Appeal Scores for Show 03

	%
Appeal	85.9%
Comprehensibility	78.9%

The appeal of the show was slightly higher than its comprehensibility, just as it was for Show 02.

DISCUSSION

Any discussion of the present research must necessarily take into account a number of different issues related to the data obtained from children, teachers and parents. In the following, the research data obtained from each of these groups will be discussed in the light of implications for program development, definition, and needs for further research. The discussion of these data will focus on basically quantitative questions. In the final section of this report, discussion will focus on a number of more qualitative issues. These qualitative data will be discussed in the light of specific changes in the program content, format and future thrust.

The parent data demonstrated a consistent positive acceptance of the two pilot shows. This acceptance cut across geographic (site), linguistic background, and ethnic variables. Thus the data revealed no significant differences across any of the groups on any of the questions asked.

It is of interest to note that the parents perceived a value in the shows for adults. This finding tends to refute the common notion that Latin-American parents, as a whole, are not interested in participating in the educational experience of their children. This conclusion is further supported by the parents' interest in having a home guide, and points to a potentially positive, educational interaction between adults and children if both view the show. Moreover, this finding also gives rise to a potential secondary use for the program as a vehicle for the teaching of English and Spanish to adults learning them as a second language. In fact a number of educational institutions have inquired about possibly using the program in college Spanish courses as well as in adult English as a Second Language classes.

In consideration of one of the limitations of the present research, it is of importance to note that most of the parents surveyed tended to come from Spanish-speaking backgrounds. In other words, approximately two-thirds of the people who viewed the shows were either monolingual Spanish or bilingual Spanish-English. What this means is that there was a predominance of Spanish language background parents in the sample. Also, in so far as the non-Spanish-speaking parents were residents of the same areas as were the Spanish-speaking parents, it may be argued that the sample as a whole was biased in the direction of the Spanish communities. This sampling bias may have, to some extent, biased the overall results in the positive direction. To a large extent, however, the argument is refuted by the fact that the programs were equally well-received by twenty-five Knoxville parents surveyed who were primarily black and, who had no previous exposure to either the Spanish language or Latin-American culture.

One concern voiced by many has been that the regional variability of Spanish language usage found throughout the United States would vitiate against a single Spanish which would not be found to be offensive by one group or another within the diversity of the Spanish-speaking communities. The findings of the present research have allayed this fear. There were no differences between any of the Spanish-speaking sub-groups as they were represented at the different sites. In other words the two shows were mutually appealing to Cuban, Mexican-American, Puerto Rican, or any other of the Latin-

American sub-groups.

It is also of some importance to note the extent to which parents noticed examples of what they felt to be negative behavior. The fact that there was a difference in the extent of perceived negative behavior tells us that the parents did not passively view the shows and that they were actively evaluating what took place on the screen. Asking parents questions of this type represents a somewhat novel approach to program design and will serve as an invaluable resource in the design of future BC/TV programming. The data obtained in the present study through asking parents specific questions about the educational and social content of TV programs gives rise to a series of related important questions. For example, it would be important to determine the extent of perceived negative behavior in other programs of this type. Collecting these data on other non-BC/TV programs would help both in establishing base rates against which BC/TV programs could be compared and evaluated as well as serve to provide valuable information to directors, producers, and writers on the manner in which current television programming is received in the home.

As a whole, the shows were positively received by classroom teachers in the different test sites. It is important to bear in mind that most of the teachers did not speak Spanish but had a significant number of children who spoke Spanish in their classrooms. This led to two problems. First, it was difficult for non-Spanish-speaking teachers to evaluate the Spanish portions of the show. Secondly, to the extent that many of the non-Spanish speaking teachers view Spanish-speaking children as problematic, they may see the show as a panacea for dealing with what they see as a difficult group and, therefore, not be particularly critical or objective.

An important question for future research will be to establish the extent to which BC/TV programming leads to positive attitude change on the part of teachers and educators toward the Spanish language and, more importantly, bilingual education. The BC/TV research staff is currently in the process of collecting data in suburban upper-middle class schools in an attempt to provide some preliminary answers to these questions.

Turning to the children's comprehensibility and appeal data it is readily apparent from the data that the shows have high entertainment value. However, there are a number of limitations and important questions which, though important, were not within the scope of the present effort.

A primary difficulty in assessing the appeal value of the two test shows and show characters stems from the fact that the initial viewing of the shows constituted for the children a novel experience, or departure from regular classroom activities. This novelty or "break in the routine" may have resulted in a positive or "yea saying" attitude on the part of the children. Consequently the data showed that the children liked everything, and it was, therefore, extremely difficult to establish degrees of appeal across either show segments or characters. Furthermore, not only was the test situation to some extent novel, the shows themselves were novel and the children tended to respond to them as a whole rather than on a segment by segment basis. Further research will attempt to specify the relative appeal of different characters and segment approaches both within and across different number of shows. These data will provide valuable information toward the design of new characters and the redesign of old characters.

Questions of comprehensibility and educational change which can be attributed to the program requires some discussion. First of all, with respect to the data collected so far, it is difficult to identify specific learning effects. This is because there were no base rate data against which to compare post viewing behavior. Since no base rate data was obtained on the children prior to viewing the show, the research cannot properly be considered a "subjects as their own controls" in the classical sense. In this regard an analysis of learning effects would have to be considered on the basis of one trial learning. It is also difficult to totally evaluate learning effects since there were no "controls" or "norms" obtained from a sample of children who had not viewed the program. With these limitations in mind, it is nevertheless reasonable to consider positive gains in the case of the monolingual English speaker who was tested for the Spanish vocabulary, and the monolingual Spanish speaker who was conversely tested for the English vocabulary. An examination of the test questions which were constructed in this manner shows positive effects for both monolingual groups. The Spanish-speaking group, however, was consistently higher. This difference in performance is more than likely due to the fact that Spanish-speaking children, even though they are at this point monolingual, still have greater exposure to English than do monolingual English speakers have to Spanish.

Similarly, with respect to comprehensibility, media effects must necessarily take place over long periods of time and over repeated exposure to specific content. Thus, pre/post-testing over the entire 65 shows will demonstrate cumulative effects of viewing the program. This research cannot take place until the programs are aired.

Another issue which came up in the research was that there was virtually no relationship between teacher's judgments of the child's academic potential and their ultimate comprehensibility score. This finding speaks to one of the major issues in the assessment of bilingual education. To the extent the teachers do not speak Spanish and the children do not speak English, it is extremely difficult for teachers to make valid judgments as to the children's academic potential. In other words, monolingual English-speaking teachers do not have access to Spanish-speaking children. Hence it is difficult for non-Spanish speaking teachers to assess Spanish-speaking children's potential.

When comparisons were made across sex no differences were found in either appeal or comprehensibility. Similarly boys and girls tended to like the same characters and segments. A number of questions remain unanswered, however, with respect to the issue of female role model. The two test shows that were used in the research were lacking in female role models. More will be said of this in a later section.

Analyses were also made across both grade and age level. In a great many segments comprehensibility outcomes were developmentally distributed. This is to be expected, however, in this case grade level was not as reliable a predictor as age. This is perhaps due to the fact that a great percentage of the children tested were over age with respect to their classroom placement. This would mean that age and grade do not co-vary in the same manner for the Spanish-speaking population as the English-speaking population. This would tend to lessen the value of a grade as a predictor variable, and one would have to stick with age.

Rather than attempting to deal with language instruction from any single common basis, an attempt was made to use a number of approaches. Basically, the two approaches dealt with either monolingual segments such as the animation train or, mixed such as the skateboard segment. Comparisons of the effectiveness of these two approaches reveals not so much an issue of language, but one of concern for the concepts that are being taught. It was thus found, as other research has shown, that nouns or labels were by far the most effective, with adjectives, pronouns and so on being somewhat more difficult. It was also significant to find that in most cases children were able to determine what was taking place on the basis of the action even though they may not have understood all of the linguistic content of the segment. Further research will attempt to identify specific language learning paradigms applicable to the television setting.

Two shows were put together with approximately 50% English and 50% Spanish. Neither monolingual English-speaking children nor monolingual Spanish-speaking children were distracted by this ratio, and there were no noticeable drops in attention on any of the segments. It is also notable that, with respect to specific words children were most receptive to cognates, or to words which are phonetically similar across the two languages. For example, circle, circulo, triangle, and triangulo. As an aside, in many cases children did not notice that the word was used in Spanish if it had an English cognate.

Perhaps the most significant finding in this research was that there were no systematic site or ethnic sub-group differences in the basic appeal of the shows. In other words, the shows could not be identified by the different groups as having either a Mexican-American, Puerto Rican, or other bias. In those cases where there were site differences in comprehensibility they were minimal and could be attributed to local experiential differences. Thus children on the East Coast were more familiar with the fortresses of Puerto Rico than were the children living in the West. On the other hand children living in the West had a greater familiarity with Capirotada than were the children living on the East Coast. The inclusion of material of this type which leads to these kinds of differences, rather than creating problems, will enable us to cut across regional differences within Spanish-speaking communities. Regional differences will be depicted in an attempt to introduce regional and ethnic differences in a solubrious manner without directing the entire content of the show toward any single group at the expense of another group.

The primary objectives in this research were to establish the appeal, and to answer specific educational questions relative to individual program segments. As such, no attempt was made to produce or test a program that would have the same look as the programs ultimately to be aired. Over and beyond the question of appeal the primary purpose of the test shows then was formative, i.e., to establish direction, indicate areas of weakness and strength and to determine future program direction. The above described data and discussion has dealt primarily with the more quantitative aspects of the research. Over and beyond the collection of numerically quantifiable data, interviews were held with individual teacher groups, educators, and parents. Notes were taken at these meetings and a number of issues emerged which have been incorporated into the design of the show. Basically seven areas of concern were brought up. Each of these areas will be mentioned briefly so as to provide the reader with an understanding of the way in which the present formative research has been implemented.

One of the major concerns held by educators viewing the test shows was that the educational objective or objectives within the test programs were diffuse and lacked specific focus. In order to clarify this problem future shows will center around one of five different areas or educational strands. In the two test shows material was included from all of the strands in order to determine the feasibility of a totally segmented show. What the research has indicated is that this is too much material to cover effectively within a given show. By cutting back from seven to five strands, and by limiting each show to only one strand at a time it will be possible to limit the curriculum material to more directly specifiable objectives. The five strands have further been broken down into approximately five key concepts each. Thus, for example, in the area of energy, the four key concepts to be dealt with in the show are energy sources, transformations, and uses. In addition to these key concepts approximately 15 vocabulary words have been identified within each strand. This means that in sum the BC/TV educational objectives will include approximately 25 concepts across five educational strands and approximately 75 vocabulary words. Each show is then diagrammed according to strand, key concept, and relative vocabulary. By this procedure it, therefore, becomes possible to outline the entire set of 65 shows in a predetermined fashion. This will facilitate research activities, the development of the learning guide and production of the programs.

The above research has also assisted us in designing a final show format. This final format has been put together on the basis of the following premises.

FORMAT OUTLINE

PREMISES:

1) Each show will contain a certain amount of Theme material and a certain amount of Theme-related material in a ratio of approximately 70 : 30.

2) The definition of theme material is that material which fits directly into one of the five curriculum strands, and the 20-35 sub-strands (or sub-concepts.)

3) The definition of theme-related material is that material which does not fit the specific sub-concept FOR THAT PARTICULAR SHOW, but may fit into a sub-concept under the main strand for that par-

ticular show; or may fit into a sub-concept for a previously acceptable strand, consistent with the present sub-concept or major strand; or may simply be material which the BC/TV staff feels is acceptable and beneficial material to go into that particular program.

4) There will be approximately 75-80 film and animation pieces (each) for the series; there will be a repetition factor of about 6 : 1 for those pieces; therefore, much of the film and animation within a particular show will deal only indirectly with that particular show's sub-concept, but will deal directly with the show's strand (for example: a film may deal with ENERGY, but not specifically with the sub-strand, SOLAR ENERGY).

5) Language pieces will fall into two distinct groups: a) the long pieces, which are done either in English, in Spanish, or bilingually, and merge with 1-2 minute Theme pieces; b) the short (:15-:30) pieces which are always bilingual and deal with very limited vocabulary or usage (e.g. bird segments; 'changes').

6) Repetition of film and animation segments within single shows is not only allowed but looked for. Repetition of film, animation and vtr segments, especially short language segments between shows is also a desideratum.

SEGMENT	MEDIUM	MESSAGE	APPROX. LENGTH
1	ANIMATION	TODAY'S STRAND	:30
2	VTR	STANDARD OPENING (using model)	:30
3	VTR	"MINI OPENING" -setting 'where it all happens'	:10
4	VTR	THEME/LANGUAGE PIECE	2:00
5	FILM	THEME PIECE	1:30
6	ANIMATION	THEME PIECE	1:00
	vtr	short language piece	:15
7	VTR	THEME-RELATED PIECE	2:00
8	FILM	THEME RELATED PIECE	1:30
	animation	math piece	:30
	vtr	language piece	:15
9	VTR	THEME PIECE	2:00
10	FILM	THEME PIECE	1:30
11	ANIMATION	THEME PIECE	1:00
	animation	math piece	:30
12	FILM	THEME RELATED PIECE	1:30
13	ANIMATION	THEME RELATED PIECE	1:00
	vtr	language piece	:15
14	VTR	THEME/LANGUAGE PIECE	2:00
15	ANIMATION	THEME RELATED PIECE	1:00
	vtr	short language piece	:15
16	VTR	THEME RELATED PIECE	2:00
17	FILM	THEME PIECE	1:30
18	ANIMATION	THEME PIECE (repeat of No. 11)	1:00
19	VTR	THEME PIECE	2:00
20	ANIMATION	TODAY'S STRAND	:30
21	VTR	STANDARD CLOSE	1:00

SUMMARY

VTR

4 Theme/language	3 Theme	3 Theme
2 Theme related	2 theme related	2 theme related
4 short language		2 strand pieces
		2 math
13:00	7:30	7:30

TOTAL: 27:30
OPEN 1:30
& CLOSE
29:00

Ration of theme to theme related pieces: 18 minutes :: 9 minutes or 66% to 33%.

This report has focused on a number of issues of immediate temporal importance to the production of the BC/TV series. The information provided by the research discussed in this report has been implemented and awaits further validation through future research. In summary, the work conducted so far represents only a beginning; a first loop in a long iterative process. Future production and research efforts will continue to refine the format of the series, establish and refine the characters, specify curriculum parameters, and identify and solve those problems of primary importance to the internal workings of the BC/TV operation. This process will continue until the show is on the air. Once the program has been on the air for a period of time it will then be possible to enter into more elaborate and substantive research directed toward establishing both educational and social effects.

As can be seen, concern for language, instruction, theme material and vocabulary has been directly built in to the show format.

With respect to the issue of a proper language mix we are still in the process of defining alternative strategies. The following three alternatives are being considered:

a) straight English/straight Spanish

b) A mix so that the conversation moves backward and forward from English to Spanish

c) More than two persons involved in any discussion with one acting as an interpreter.

The second of these three is perhaps the more common in every day life, however, carries with it a number of pedagogical problems. The first is perhaps the more educationally sound, however, it tends to be rather boring or tedious, and it's difficult to hold children's attention when direct translation is used.

A number of questions were brought up with respect to the show and the definition of the show as a place or entity. By means of the research and through meetings held with Production, Research and consulting groups it has been decided that the primary set will be a village revolving around the large playground set. This definition has enabled us to come up with a name for the series, "Villa Alegre" which means Happy Village. Having a village such as this one enables us to provide definition and a raison d'etre for the characters. The characters are thus defined in their relation to the total village. We will therefore have a mayor, a city works department, a store, a village philosopher, a student, and so on..

APPENDIX A

Parent Questionnaire

R-75-2 A1

BILINGUAL CHILDREN'S TELEVISION

SUBJECT ____
SITE ____
SHOW ____

PARENT QUESTIONNAIRE / CUESTIONARIO PARA PADRES DE FAMILIA

	Yes Sí	No	
1. *Did you enjoy watching the show?*	___	___	1. ¿Le gustó el programa?
2. *Do you have children between the ages of 4 through 6?*	___	___	2. ¿Tiene Ud. hijos entre las edades de 4 a 6 años?
3. *Do you think your children will enjoy watching the show?*	___	___	3. ¿Cree Ud. que el programa les gustará a sus niños?
4. *Do you think your children will benefit from the show?*	___	___	4. ¿Cree Ud. que sus niños se beneficiarán del programa?
5. *Is the action clear enough so that your children will understand the show even if they don't understand all of the vocabulary?*	___	___	5. ¿Es la acción lo suficientemente clara como para que sus niños entiendan el programa aunque no conozcan todo el vocabulario?
6. *Does this show promote cultural understanding among people?*	___	___	6. ¿Cree que este programa fomenta el entendimiento cultural entre las personas?
7. *Did you see any example of violence or negative behavior in the show?* *If yes, please specify briefly:* ____________ ____________________ ____________________	___	___	7. ¿Vió Ud. algún ejemplo de violencia o de comportamiento negativo en el programa? Si es así, explique brevemente: ____________ ____________________ ____________________
8. *Did you like the music in the program?* *If no, why not?* ____________ ____________________ ____________________	___	___	8. ¿Le gustó la música del programa? 9 Si no, ¿Por qué? ____________ ____________________ ____________________
9. *Do you think your children would like to learn these songs?* *If no, why not?* ____________ ____________________ ____________________	___	___	9. ¿Cree Ud. que a sus niños les gustaría aprender estas canciones? Si no, ¿Por qué? ____________ ____________________ ____________________
10. *Do you think the idea of using two languages in a television program is a good one?* *If no, why not:* ____________ ____________________ ____________________	___	___	10. ¿Cree Ud. que es buena la idea de usar dos idiomas en un programa de televisión? Si no, ¿Por qué? ____________ ____________________ ____________________
11. *Would you watch this program?*	___	___	11. ¿Se sentaría Ud. a ver este programa por sí solo (sola)?
12. *Would you watch this program with your child?*	___	___	12. ¿Se sentaría Ud. a ver este programa con su hijo?
13. *Do you think this program has any value for an adult?*	___	___	13. ¿Cree Ud. que este programa tiene algún valor para un adulto?
14. *If so, would a written viewing guide be helpful?*	___	___	14. Cree Ud. que un manual escrito sería de alguna ayuda?
15. *Do you think your child could learn Spanish (or English) from this program?*	___	___	15. ¿Cree Ud. que su hijo podría aprender inglés (o español) de este programa?
16. *At what time during the day should the program be shown?* ____________			16. ¿A qué hora debe ser presentado este programa? ____________
17. *Should the program be shown more than once during the day?*	___	___	17. ¿Cree Ud. que este programa debe ser presentado más de una vez al día?
18. *Approximately how many hours per week do your children watch educational programs such as: Sesame Street, Electric Company, Carrascolendas?*	1 or less o menos	3 5 or more o más	18. ¿Cuántas horas a la semana, aproximadamente, ven sus niños programas educacionales, tales como Sesame Street, Electric Company, Carrascolendas?
19. *What language is spoken by the children in your home?*	*Spanish*— Español *Both* — *Ambos*	*English*— Inglés *Other* — *Otro*	19. ¿Cuál idioma hablan los niños en casa?
20. *What language is spoken by the adults in your home?*	Spanish — Español Both — Ambos	English — Inglés Other — Otro	20. ¿Cuál idioma hablan los adultos en casa?

(Supplementary information)

1. *Your sex* ---*Female* ---*Male*
2. *Age* --*20 to 29* --*50 to 59*
   --*30 to 39* --*60 years or older*
   --*40 to 49*
3. *How many children do you have?*

(Información suplementaria)

1. Su sexo --Femenino --- Masculino
2. Edad --20 a 29 años --50 a 59 años
   --30 a 39 años --60 años o más
   --40 a 49 años
3. ¿Cuántos niños tiene Ud.?

R-73-2 A2

BILINGUAL CHILDREN'S TELEVISION

SITE --------

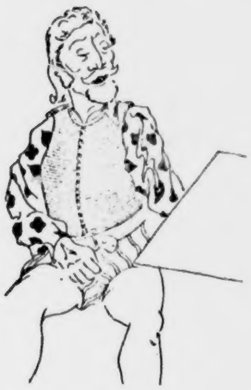
SHOW --------

CHARACTER APPEAL MEASURE

For every character please indicate on the scale how much you liked him or her. (7 means you liked the character a lot. 1 means you disliked the character.)

Por favor indique en la escala cuanto le gustó cada personaje. (El número 7 significa que el personaje le gustó mucho y el número 1 indica que no le gustó.)

disliked liked
1 2 3 4 5 6 7
desagradó agradó



DON QUIJOTE
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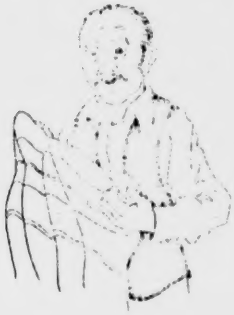

DON SALVADOR
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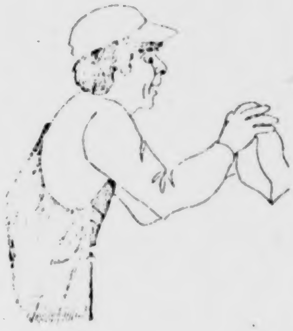

RAFAEL
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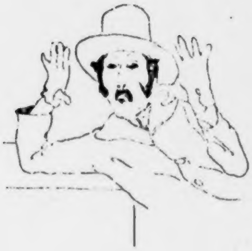

MIMO
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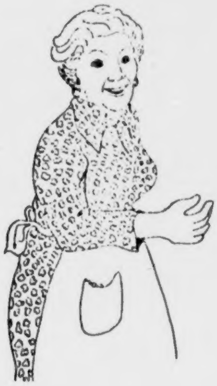
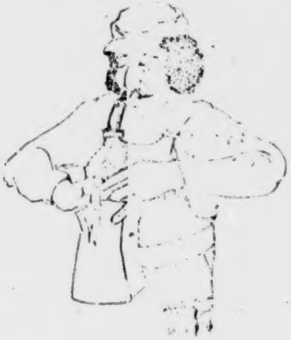
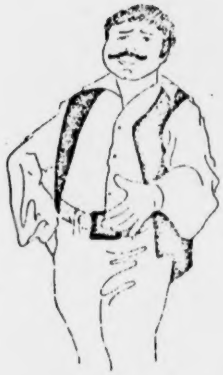


DONA LUZ
1 2 3 4 5 6 7



EDUARDO
1 2 3 4 5 6 7



SANCHO
1 2 3 4 5 6 7

APPENDIX B

Teacher Questionnaire

R-73-2 B1

BILINGUAL CHILDREN'S TELEVISION

SITE——
SHOW——

TEACHER QUESTIONNAIRE

PART I

Instructions: For each of the following described segments please indicate on the scale (a.) how successful you think we were. Please indicate Yes or No for (b.) and (c.)

1. BELL RINGER

In this segment we were trying to teach vocabulary words associated with bells and the use of bells as communication devices.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

2. CIRCUS STRONG MAN

In this segment we were trying to illustrate circles in cartoon drawing.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

3. CHANGES

In this segment we were trying to teach recognition of different moods and vocabulary associated with moods, i.e., tired/cansado, happy/contento, sad/triste, confused/confuso.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

CUESTIONARIO PARA PROFESORES

PARTE I

Instrucciones: Por favor indique en cada uno de los siguientes episodios usando la escala (a.), el éxito alcanzado. Indique Sí o No para (b.) y (c.).

1. CAMPANAS

En este episodio tratamos de enseñar vocabulario asociado con campanas y su uso como mecanismos de comunicación.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este episodio complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

2. EL HOMBRE FUERTE DEL CIRCO

En este episodio tratamos de mostrar el uso de círculos en dibujos animados.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

3. CAMBIOS

En este episodio tratamos de ilustrar la expresión de ciertas emociones además de enseñar vocabulario asociado con ellas, ej., tired/cansado, happy/contento, sad/triste, confused/confuso.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

4. SAND CASTLES

In this segment we were trying to illustrate that communication barriers can be eliminated through bilingualism.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

Does this segment teach or reinforce any part of your curriculum?

—Yes —No

5. SCOOTER

In this segment we were trying to label specific items -- hammer/martillo, nails/clavos, board/tabla, skate/patín, box/caja.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

Does this segment teach or reinforce any part of your curriculum?

—Yes —No

6. APPLE TREE

In this segment we were trying to illustrate some aspects of the growth cycle of a plant.

a. 1 2 3 4 5
Unsuccessful Successful

Is the curriculum point appropriate for the age level of your class?

—Yes —No

Does this segment teach or reinforce any part of your curriculum?

4. CASTILLOS DE ARENA

En este episodio tratamos de ilustrar que algunas barreras de comunicación pueden ser eliminadas por medio del bilingüismo.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

5. CARRITO

En este episodio tratamos de nombrar objetos específicos -- hammer/martillo, nails/clavos, board/tabla, skate/patín, box/caja.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

6. MANZANO

En este segmento tratamos de ilustrar algunos aspectos del ciclo de desarrollo de una planta.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

7. WEAVING

In this segment we were trying to illustrate teaching through non-verbal communication in the context of weaving huipiles in Guatemala.

a. 1 2 3 4 5
Unsuccessful Successful

Is the curriculum point appropriate for the age level of your class?

—Yes —No

Does this segment teach or reinforce any part of your curriculum?

—Yes —No

8. TOY TRUCK

In this segment we were trying to illustrate the simplest principles of bridge building.

a. 1 2 3 4 5
Unsuccessful Successful

Is the curriculum point appropriate for the age level of your class?

—Yes —No

Does this segment teach or reinforce any part of your curriculum?

—Yes —No

9. STREET VENDOR

In this segment we were trying to label specific fruits i.e., oranges/naranjas/chinas, grapes/uvas, pineapples,/piñas.

a. 1 2 3 4 5
Unsuccessful Successful

Is the curriculum point appropriate for the age level of your class?

—Yes —No

Does this segment teach or reinforce any part of your curriculum?

—Yes —No

7.TEJIENDO

En este episodio tratamos de ilustrar la enseñanza por medio de la comunicación no-verbal en el contexto del tejido de huipiles en Guatemala.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

8. CAMION DE JUGUETE

En este episodio tratamos de demostrar los principios elementales para la construcción de un puente.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

9. VENDEDOR AMBULANTE

En este episodio tratamos de nombrar algunas frutas, ej., oranges/naranjas/chinas, grapes/uvas, pineapples/piñas,

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

— Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

10. TRAIN

In this segment we were trying to illustrate the association between shapes and their functions.

a. 1 2 3 4 5
Unsuccessful Successful

Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

In this segment we were trying to teach the Spanish vocabulary words for triangle, circle, square.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

11. BALLOON

In this segment we were trying to illustrate concept of "more/mas."

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

10.TREN

En este episodio tratamos de demostrar la relación entre figuras geométricas y sus funciones.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

ii En este episodio tratamos de enseñar los nombres en español de figuras geométricas.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

11. GLOBO

En este episodio se trató de ilustrar el concepto de "más/more".

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

12. THE CAVE

In this segment we were trying to expose the viewer to pre-Columbian dance and costumes.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

——Yes ——No

c. Does this segment teach or reinforce any part of your curriculum?

——Yes ——No

13. TALKING TO MARS

In this segment we were trying to illustrate rudimentary communication devices which could be made and used by children

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

——Yes ——No

c. Does this segment teach or reinforce any part of your curriculum?

——Yes ——No

14. PAPER CUP

In this segment we were trying to illustrate that cleaning up the environment begins with everyone picking up his own trash.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

——Yes ——No

c. Does this segment teach or reinforce any part of your curriculum?

——Yes ——No

12. LA CUEVA

En este episodio tratamos de mostrar al televidente bailes y vestimentas pre-Colombinos.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

——Sí ——No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

——Sí ——No

13. HABLANDO A MARTE

En este episodio tratamos de demostrar un aparato de comunicación rudimentario el cual podría ser construido y usado por los niños.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

——Sí ——No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

——Sí ——No

14. VASO DE PAPEL

En este episodio tratamos de demostrar que la limpieza de nuestro ambiente comienza con cada cual recogiendo su propia basura.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

——Sí ——No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

——Sí ——No

15. THE LETTER

In this segment we were trying to reinforce attempts to write.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

16. QUITA Y PON (1-20)

In this segment we were trying to give an introduction to sounds symbols of a counting system.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

17. MIMO & SIGNS

In this segment we were trying to illustrate graphic and facial expressions of emotion.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class?

—Yes —No

c. Does this segment teach or reinforce any part of your curriculum?

—Yes —No

15. LA CARTA

En este episodio tratamos de estimular a los niños en sus intentos con la escritura.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

16. QUITA Y PON (1-20)

En este episodio tratamos de introducir los sonidos y símbolos de un sistema de contar.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

17. MIMO Y SIGNOS

En este episodio tratamos de ilustrar aspectos gráficos y expresiones faciales de distintas emociones.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

—Sí —No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

—Sí —No

18. CAPIROTADA

In this segment we were trying to show that different things can be bought and exchanged at the marketplace.

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class ?

---Yes ---No

c. Does this segment teach or reinforce any part of your curriculum ?

---Yes ---No

19. QUITA Y PON -- "1"

In this segment we were trying to teach the number "1".

a. 1 2 3 4 5
Unsuccessful Successful

b. Is the curriculum point appropriate for the age level of your class ?

---Yes ---No

c. Does this segment teach or reinforce any part of your curriculum ?

---Yes ---No

If you have any additional comments and/or suggestions, please write them here:

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18. CAPIROTADA

En este episodio tratamos de ilustrar la compra e intercambio de algunas cosas en un mercado.

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

---Sí ---No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

---Sí ---No

19. QUITA Y PON -- "1"

En este episodio tratamos de enseñar el número "1".

a. 1 2 3 4 5
Sin Exito Exitoso

b. ¿Cree Ud. que lo que intentamos ilustrar es apropiado para el nivel de desarrollo de su clase? (desde el punto de vista de la edad de los alumnos).

---Sí ---No

c. ¿Cree Ud. que este segmento complementa o enriquece alguna parte de su programa de enseñanza?

---Sí ---No

Le agradeceremos nos exprese cualquier comentario y/o sugerencia adicional en el espacio que sigue:

____
____
____
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____
____
____
____

BILINGUAL CHILDREN'S TELEVISION

SITE---------
SHOW ------

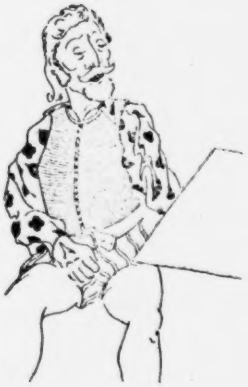
R-73-2 B9

CHARACTER APPEAL MEASURE

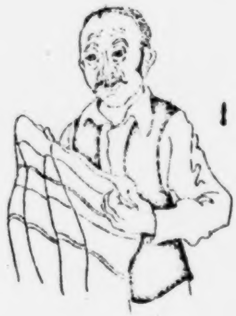
For every character please indicate on the scale how much you liked him or her. (7 means you liked the character a lot. 1 means you disliked the character.)

Por favor indique en la escala cuanto le gustó cada personaje. (El número 7 significa que el personaje le gustó mucho y el número 1 indica que no le gustó.)

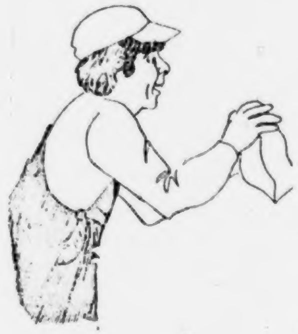
disliked liked
1 2 3 4 5 6 7
desagradó agradó



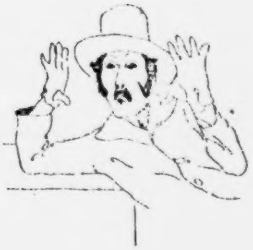
DON QUIJOTE
1 2 3 4 5 6 7



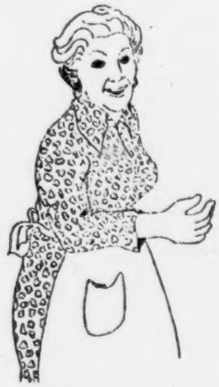
DON SALVADOR
1 2 3 4 5 6 7



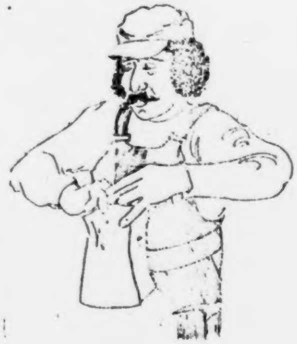
RAFAEL
1 2 3 4 5 6 7



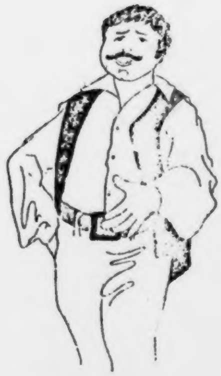
MIMO
1 2 3 4 5 6 7



DONA LUZ
1 2 3 4 5 6 7



EDUARDO
1 2 3 4 5 6 7



SANCHO
1 2 3 4 5 6 7

PART II - LEARNING GUIDE

1. a. Do you think a LEARNING GUIDE like this one would be useful?

——Yes ——No

2. a. Do you like the format of the "Theme" section of the LEARNING GUIDE?

——Yes ——No

b. What suggestions do you have for improving the format of the "Theme" section?

3. a. Do you like the format of the "Preview" section of the LEARNING GUIDE?

——Yes ——No

b. What suggestions do you have to improve the format of the "Preview" section?

4. a. Do you like the format of the "Language" section of the LEARNING GUIDE?

——Yes ——No

b. What suggestions do you have to improve the format of the "Language" section?

5. a. Do you like the format of the "Games and Activities" section of the LEARNING GUIDE?

——Yes ——No

b. What suggestions do you have to improve the format of the "Games and Activities" section?

6. a. Do you like the format of the "Cultural Notes" section of the LEARNING GUIDE?

——Yes ——No

b. What suggestions do you have to improve the format of the "Cultural Notes" section?

7. a. Do you like the format of the "Songs" section of the LEARNING GUIDE?

——Yes ——No

b. Would you like to have the music for the songs included in the "Songs" section?

——Yes ——No

8. Is there any additional information which you would like to see included in the LEARNING GUIDE?

PARTE II – MANUAL DE APRENDIZAJE

1. a. ¿Cree Ud. que un MANUAL DE APRENDIZAJE como éste sería útil?

——Sí ——No

2. a. ¿Le gusta el formato del "Theme" según se presenta en el MANUAL DE APRENDIZAJE?

——Sí ——No

b. ¿Tiene alguna sugerencia para mejorar el formato de la sección "Theme"?

3. a. ¿Le gusta el formato de la sección "Preview" del MANUAL DE APRENDIZAJE?

——Sí ——No

b. ¿Tiene alguna sugerencia para mejorar el formato de la sección "Preview" del MANUAL DE APRENDIZAJE?

4. a. ¿Le gusta el formato de la sección "Language" del MANUAL DE APRENDIZAJE?

——Sí ——No

b. ¿Tiene alguna sugerencia para mejorar el formato de la sección "Language" del MANUAL DE APRENDIZAJE?

5. a. ¿Le gusta el formato de la sección "Games and Activities" del MANUAL DE APRENDIZAJE?

——Sí ——No

b. ¿Tiene alguna sugerencia para mejorar el formato de la sección "Games and Activities" del MANUAL DE APRENDIZAJE?

6. a. ¿Le gusta el formato de la sección "Cultural Notes" del MANUAL DE APRENDIZAJE?

——Sí ——No

b. ¿Tiene alguna sugerencia para mejorar el formato de la sección "Cultural Notes" del MANUAL DE APRENDIZAJE?

7. a. ¿Le gusta el formato de la sección "Songs" del MANUAL DE APRENDIZAJE?

——Sí ——No

b. ¿Quisiera Ud. que incluyamos la música de las canciones en la sección "Songs"?

——Sí ——No

8. ¿Hay alguna otra información que le gustaría ver incluída en el MANUAL DE APRENDIZAJE?

BILINGUAL CHILDREN'S TELEVISION

TEACHER QUESTIONNAIRE

PART III

(Supplementary information)

1. Sex —Female —Male

2. Age
—20 to 29 50 to 59
—30 to 39 60 years or older
—40 to 49

3. At what grade level are you currently teaching?
—Pre-school - Kindergarten
—1st - 2nd Grade
—Other

4. How many years have you been teaching?
____

5. Do you use any language besides English in your classroom?
—Yes —No

6. What languages besides English do you speak?
____
____

7. How did you learn the other language(s)?
—in school
—at home
—other

8. What languages are spoken by the children in your classroom?
—English —Spanish
—Both —Other

9. At what time during the day do you think the program should be shown?
____

10. Should the program be shown more than once during the day?
—Yes —No

11. Would you use this program in your classroom if it were available?
—Yes —No

CUESTIONARIO PARA PROFESORES

PARTE III

(Información suplementaria)

1. Sexo —Femenino —Masculino

2. Edad
—20 a 29 años 50 a 59 años
—30 a 39 años 60 años o más
—40 a 49 años

3. ¿A qué nivel está Ud. enseñando actualmente?
—Pre-Kinder - Kindergarten
—1 Grado - 2 Grado
—Otro

4. ¿Hace cuántos años que Ud. enseña?
____

5. ¿Usa Ud. algún otro idioma en su clase, además del inglés?
—Sí —No

6. ¿Qué otro idioma, además del inglés, habla Ud.?
____
____

7. ¿Cómo aprendió los otros idiomas?
—en el colegio
—en casa
—otro

8. ¿Qué idiomas hablan los niños en su clase?
—inglés —español
—ambos —otro

9. ¿A qué hora del día piensa Ud. que debe ser mostrado el programa?
____

10. ¿Cree Ud. que el programa debería ser mostrado más de una vez al día?
—Sí —No

11. ¿Usaría este programa en su clase si estuviera disponible?
—Sí —No

APPENDIX C

Child Comprehensibility Measure

BILINGUAL CHILDREN'S TELEVISION

CHILD COMPREHENSIBILITY MEASURE

	R W DK	COMMENTS		R W DK
1. Enséñame...¿Cúal es...Dónde esta la campana?	— — —		1. Show me...Where is the bell.	— — —
2. Enséñame...¿Cúal es...Dónde esta el reloj?	— — —		2. Show me...The clock.	— — —
3. Enséñame...¿Cúal es...Dónde esta el teléfono?	— — —		3. Show me...The telephone.	— — —
4. ¿Qué te dice la campana del reloj?	— — —		4. What does the bell in the clock tell you?	— — —
5. ¿Qué te dice la campana del teléfono?	— — —		5. What does the bell in the telephone tell you?	— — —
6, 7, & 8. Voy a decir una palabra. Quiero que me enseñes el objeto:			6, 7, & 8. I'm going to tell you a word. Show me where it is:	
bell	— — —		campana	— — —
clock	— — —		reloj	— — —
telephone	— — —		teléfono	— — —
9. Enséñame un círculo.	— — —		9. Show me a circle.	— — —
10. ¿Te gustaría ver esta parte otra vez? (Trate de que el niño entienda que usted se está refiriendo al segmento)	— — —		10. Would you like to see this part again? (Be sure child understands you are referring to segment)	— — —
11. Estos niños lo invitaron a jugar. ¿Porqué no sé fué el niño (éste) a jugar con los otros (estos) niños?	— — —		11. These kids invited him to play. Why didn't the boy go to play with them?	— — —
12. ¿Qué fué lo que rompió (éste) el castillo de arena?	— — —		12. What knocked (this) the castle down?	— — —
13. ¿Cuándo dijeron ellos que iban a jugar juntos?	— — —		13. When are they going to play together?	— — —
14. ¿Te gustaría ver esta parte otra vez? (Vea nota en pregunta #10)	— — —		14. Would you like to see this part again? (See note in Question #10)	— — —
15. Enséñame...¿Cuál es...Dónde está el señor que está ...triste	— — —		15. Show me..Where is the sad man?	— — —

SHOW #2

SITE 1 2 3
4 5 6 7

SUBJ #
______

SEX F M
1 2

GRADE PK K L
1 2 3

ACD. RTNG.
1 2 3 4

SURNAME SP O
1 2

LANG. DOM. S SE E O
1 2 3 4

LANG. OF TEST S E
1 2

SHOW #
2

R-73-2 C1

Show #2

BILINGUAL CHILDREN'S TELEVISION

CHILD COMPREHENSIBILITY MEASURE

		R W DK	COMMENTS			R W DK
16.	Enséñame...¿Cuál es...Dónde está el señor que está...contento	_ _ _	____	16.	Show me...The happy man.	_ _ _
17.	Enséñame...¿Cuál es...Dónde está el señor que está...confuso	_ _ _	____	17.	Show me...The confused man.	_ _ _
18.	Enséñame...¿Cuál es...Dónde está el señor que está...cansado	_ _ _	____	18.	Show me...The tired man.	_ _ _
19.	Enséñame...¿Cuál es...Dónde está el martillo.	_ _ _	____	19.	Show me..Where's the hammer.	_ _ _
20.	Enséñame...¿Cuál es...Dónde está la tabla.	_ _ _	____	20.	Show me..Where's the board.	_ _ _
21.	Enséñame...¿Cuál es...Dónde están los clavos.	_ _ _	____	21.	Show me..Where are the nails	_ _ _
22.	Enseñame...¿Cuál es...Dónde está el patín.	_ _ _	____	22.	Show me..Where's the skate.	_ _ _
23.	Enseñame...¿Cuál es...Dónde está la caja.	_ _ _	____	23.	Show me..Where's the box.	_ _ _
24, 25, 26, 27, & 28.	Voy a decir una palabra. Quiero que me enseñes el objeto:		____	24, 25, 26, 27, & 28.	I'm going to tell you a word. Show me where it is:	
	hammer	_ _ _	____		martillo	_ _ _
	board	_ _ _	____		tabla	_ _ _
	nails	_ _ _	____		clavos	_ _ _
	skate	_ _ _	____		patín	_ _ _
	box	_ _ _			caja	_ _ _
29.	¿Me puedes decir algo sobre lo que (pasó) viste aquí? (Palabras claves: lluvia, sol, semillas, árboles, sembrar .) 1 2 3 4 5	_ _ _	____	29.	Can you tell me something about what happened here (Key words: rain, sun, seeds, trees, planting.) 1 2 3 4 5	_ _ _
30.	¿Te gustaría ver esta parte otra vez? (Vea nota en pregunta #10)	_ _ _	____	30.	Would you like to see this part again? (See note in Question #10)	_ _ _
31.	¿Qué está haciendo?	_ _ _	____	31.	What is she doing?	_ _ _
32.	¿Qué es lo que está tejiendo?	_ _ _	____	32.	What is she weaving?	_ _ _
33.	¿Cómo es que Eluvia enseña otros niños a tejer?		____	33.	How can Eluvia teach weaving to to the other children?	_ _ _

R-73-2 C2

		R W DK	COMMENTS			R W DK
34.	¿Te gustaría ver esta parte otra vez? (Vea nota en pregunta #10)	_ _ __		34.	Would you like to see this part again? (See note in Ques. #10)	_ _ __
35.	¿Cuál es el problema? o ¿Qué pasa aquí?	_ _ __		35.	What's the problem here? What's happening?	_ _ __
36.	¿Qué fué lo que hizo?	_ _ __		36.	What did he build?	_ _ __
37.	¿Qué está vendiendo?	_ _ __		37.	What is he selling?	_ _ __
38.	¿Qué es esto? (Naranja)	_ _ __		38.	What's this?(orange)	_ _ __
39.	¿Sabes otra palabra que quiere decir naranja?	_ _ __		39.	Do you know another word for orange?	_ _ __
40.	Enséñame..Donde está..el triángulo.	_ _ __		40.	Show me the triangle.	_ _ __
41.	Enséñame..Donde está..el cuadrado.	_ _ __		41.	Show me the square.	_ _ __
42.	Enséñame..Donde está..el círculo.	_ _ __		42.	Show me the circle.	_ _ __
43.	¿Qué clase de ruedas tenía el tren cuando se movió?	_ _ __		43.	What kind of wheels did the train have when it moved?	_ _ __
44.	¿Sabes lo que "more" quiere decir? (Puede estimular al niño a que le dé un ejemplo)	_ _ __		44.	Do you know what "más" means? (Encourage child to give an example)	_ _ __
45.	¿Qué está haciendo? (Señale a Rafael --vestido de azul.)	_ _ __		45.	What's he doing?(Point to Rafael --dressed in blue.)	_ _ __
46.	¿Con quién estába hablando?(Rafael)	_ _ __		46.	Who was Rafael talking to?	_ _ __
47.	¿Has hecho esto alguna vez?¿Has hablado con esta cosa alguna vez?	_ _ __		47.	Have you ever done this... talked with this?	_ _ __
48.	¿Te gustariá hacerlo?	_ _ __		48.	Would you like to do it?	_ _ __
49.	¿Qué decían en la canción?	_ _ __		49.	What did they say in the song?	_ _ __
50.	¿Cómo hacía (qué decía) el sapo?	_ _ __		50.	What does the frog say?	_ _ __
51.	¿Te gustaría ver esta parte otra vez? (Vea nota #10)	_ _ __		51.	Would you like to see this part again. (See note #10)	_ _ __
52.	¿Qué es esto? (Señale foto donde se vea basura en el agua.)	_ _ __		52.	What's this? (Show picture of garbage in water)	_ _ __

R-73-2 C3

Show #2

CHILD COMPREHENSIBILITY MEASURE

	R W DK	COMMENTS		R W DK
53. ¿Por qué sacó ella (señale a la niña) el vaso de papel (o barquito) del agua?	_ _ _		53. Why does she (point to girl) take the cup out of the water?	_ _ _
54. ¿Te gustaría ver esta parte otra vez? (Vea nota #10)	_ _ _		54. Would you like to see this part again? (See note #10)	_ _ _
55. ¿Qué es lo que ella (señale a la niña) está haciendo?			55. What is she (point to child) doing?	
56. ¿Para quién es la carta? o ¿A quién le estaba escribiendo?	_ _ _ _ _ _		56. Who is it for? Who was she writing to?	_ _ _ _ _ _
57. Enséñame..Cuál es..Dónde está el 3?	_ _ _		57. Show me..Where is the 3?	_ _ _
58. Enséñame..Cuál es..Dónde está el 7?	_ _ _		58. Show me..Where is the 7?	_ _ _
59. ¿Te gustaria ver esta parte otra vez? (Vea nota #10)	_ _ _		59. Would you like to see this part again? (See note #10)	_ _ _
60. ¿Qué pasa aquí? (''?'')	_ _ _		60. What's happening? (''?'')	_ _ _
61. ¿Qué está diciendo Mimo con esto?(**!)	_ _ _		61. What is Mimo saying with this? (**!*)	_ _ _
62. ¿A qué fué ella (señale a la niña) al mercado?			62. Why did the little girl go to the market?	
63. ¿Qué compró?	_ _ _		63. What did she buy?	_ _ _
64. Enséñame las manzanas.	_ _ _		64. Show me the apples.	_ _ _
65. Enséñame el pilón.	_ _ _		65. Show me the pilón.	_ _ _
66. El señor le dio a la niña dos manzanas. ¿Qué le dio ella al señor?	_ _ _		66. The man gave the girl two apples. What did she give the man?	_ _ _
67. ¿Sabes lo que es capirotada?¿Te gustaría aprender a hacer capirotada?	_ _ _ _ _ _		67. Do you know what capirotada is? Would you like to learn to make capirotada?	_ _ _
68. ¿Te gustaría ver esta parte otra vez? (Vea nota #10)	_ _ _		68. Would you like to see this part again? (See note #10)	_ _ _ _ _ _
69. ¿Qué son estas cosas?	_ _ _		69. What are these?	_ _ _
70. ¿Para qué sirven? ¿Qué nos dicen?	_ _ _		70. What are they used for? What do they tell us?	_ _ _
71. ¿Qué es esto? (Señale el número 1)	_ _ _		71. What's this? (Picture of #1)	_ _ _
72. ¿Te gustaría ver esta parte otra vez? (Vea nota #10)	_ _ _		72. Would you like to see this part again? (See note #10)	_ _ _

BILINGUAL CHILDREN'S TELEVISION — CHILD COMPREHENSIBILITY MEASURE —

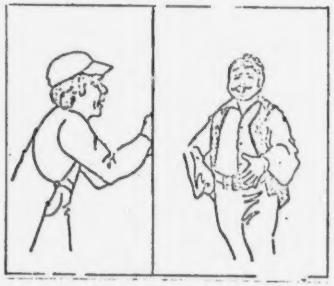
	R	W	DK	COMMENTS		R	W	DK
73. ¿Quién es este?...¿Cómo se llama?					73. Who's this? (picture of Mimo) What's his name?			
74. ¿Por qué brincó y rompió el retrato?					74. Why did he jump and break the picture?			
75. Te gustaría ver todo otra vez?					75. Would you like to see the whole show again?			
76. Qué fué lo más que te gustó?					76. What parts did you like the most?			

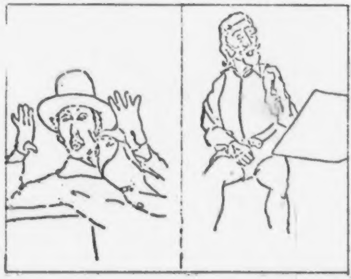
R-73-2 C5

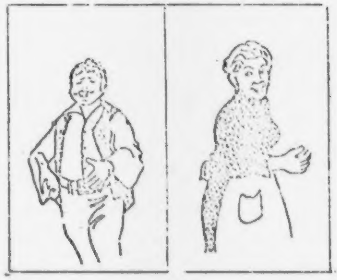
CHARACTER APPEAL MEASURE

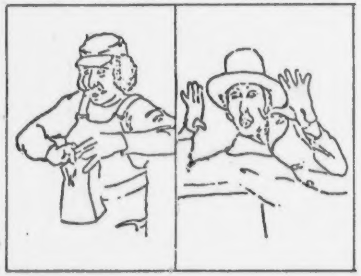
For each pair of characters, put an "X" over the one you like the best.

En cada par de dibujos, indique Ud. con una "X" el personaje que le gusta más.


Rafael *Sancho*


Mimo *Don Quijote*


Sancho Doña Luz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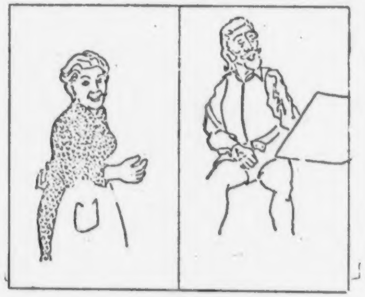
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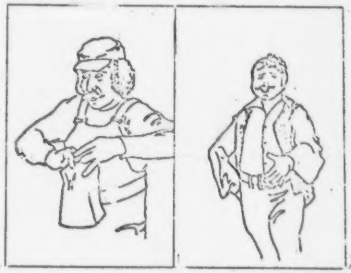
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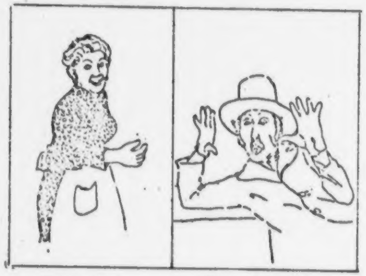
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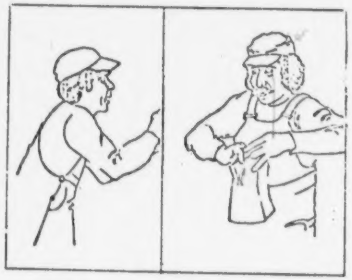
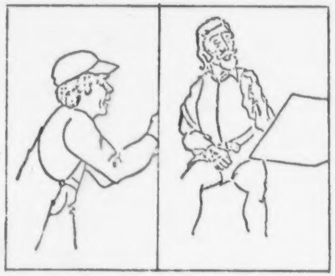

Rafael Eduardo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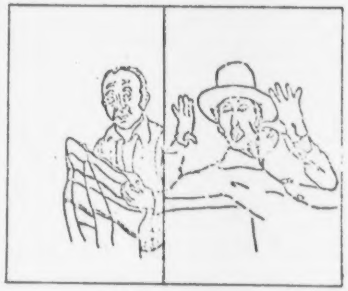
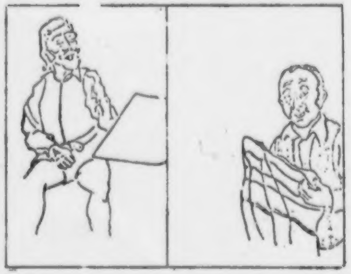
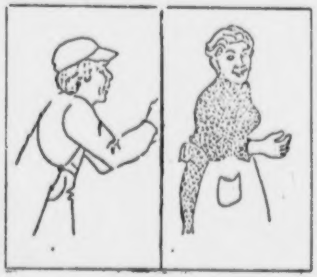

Don Salvador Mimo

R-73-2 C6


Don Quijote Don Salvador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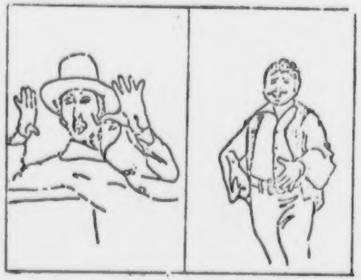
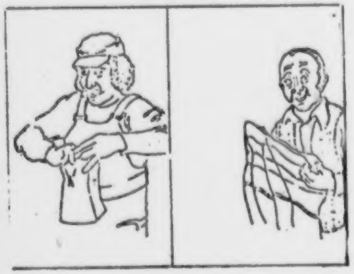
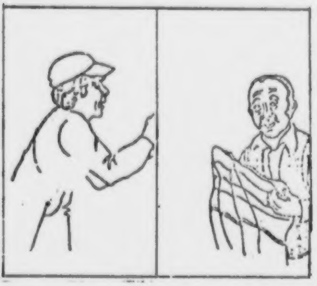

Mimo Sancho


Eduardo Don Salvador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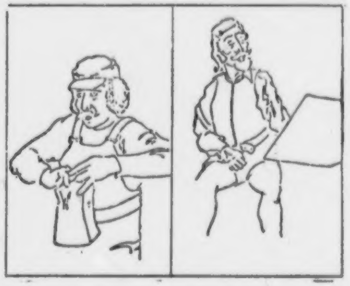
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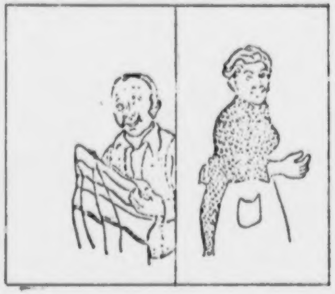
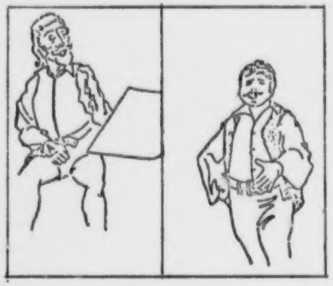
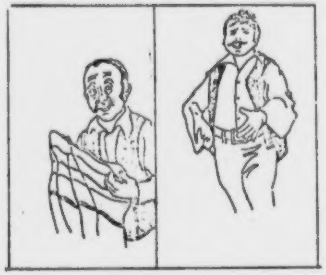
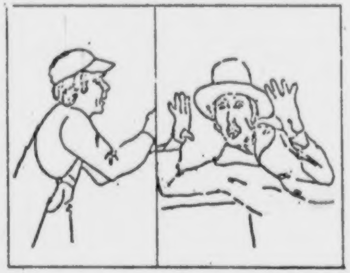
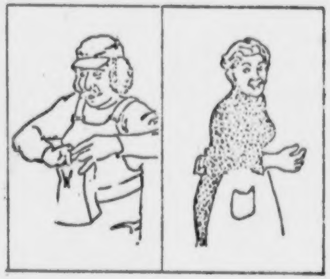

Don Salvador Doña Luz


Don Quijote Sancho


Don Salvador Sancho


Rafael Mimo


Eduardo Doña Luz

R-73-2 C7

APPENDIX D

(Show 02 and 03 Segments by Strand)

Show 02

	Communication	Information Processing	Nutrition	Energy	Self & Others	Assembling & Disassembling	Natural Environment	Language
Bell Ringer	X							X
Circus Strong Man		X						X
Sand Castles	X				X		X	
Changes					X			X
Scooter						X		X
Apple Tree							X	
Weaving					X	X		
Toy Truck		X				X		
Street Vendor			X					X
Train		X				X		X
More-Más								X
Talking to Mars	X	X						
Froggie							X	
Paper Cup		X			X		X	
The Letter	X							
Quita y Pon (1-20)		X						
Mimo & Signs		X						
Capirotada					X			
Signs		X						
Quita y Pon "1"		X						
Bullfight					X			

Show 03

	Communication	Information Processing	Nutrition	Energy	Self & Others	Assembling & Disassembling	Natural Environment	Language
Hayride		X			X			
Baja 500	X				X			
Mimo Sweeping								
Chirp Chirp								
Noise Pollution					X		X	
Quita y Pon (1-20)		X						
Viejo San Juan					X			
Train						X		
Sounds of the City								
Subibaja				X		X		
Space Apple								
Superstitions								
Mr. Bezeal								X
Quita y Pon (1)								
Nesting Pots		X				X		
Aventuras de Don Quijote								
Haircut								
Redondos		X				X		
Code	X							
Miguelita and the Clouds							X	X
Seesaw				X		X		